DOCUMENT RESUME

ED 191 133 EA 012 859

TITLE	Curriculum Guidelines for the Northwest Arctic School District, 1979-80. Learnings for Inuguliq Kamaksriigalikun.
INSTITUTION	Northwest Arctic School District, Kotzebue, Alaska.
PUB DATE	79
NOTE	277p.
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Adult Education; Course Descriptions; *Course Objectives; *Curriculum Guides; Early Childhood Education; Educational Objectives; Elementary Secondary Education; Eskimo Alent Languages; Eskimos; Graduation Requirements; Multicultural Education
IDENTIFIERS	Inupiaq; Northwest Arctic School District AK

ABSTRACT

This document describes the curriculum at all levels of public education, from early childhood education through adult education, in Alaska's Northwest Arctic School District. Graduation requirements are stated, and alternative courses of study for meeting those requirements are listed. All course offerings available in the district, and the educational objectives of those courses, are noted. The levels of proficiency expected of students upon completion of the courses are itemized. The district's major educational intent is described by the Eskimo term, "inuguliq kamaksriigalikun," or, "growing up with respect." To reinforce this intent four themes are identified as they occur among the course objectives listed: cross-cultural skills, Inupiaq cultural heritage, leadership development, and consumer and career awareness. Course objectives in Inupiaq language arts are presented in both English and Kobuk Dialect. (Author/PGD)

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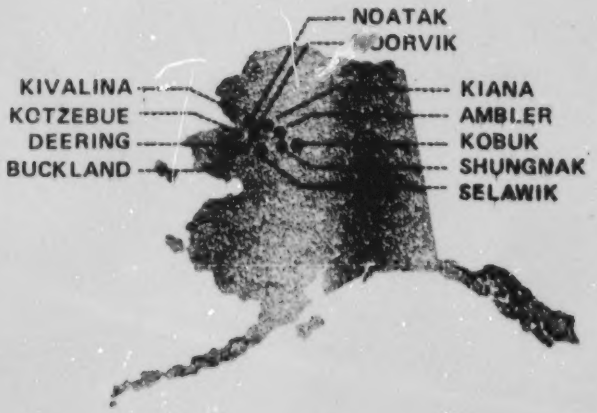
LEARNINGS FOR IÑUGUŁIQ KAMAKSRIIGAŁIKUN

CURRICULUM GUIDELINES FOR

THE NORTHWEST ARCTIC SCHOOL DISTRICT

1979-80



prepared by the

TEACHERS AND STAFF OF THE
NORTHWEST ARCTIC SCHOOL DISTRICT

in cooperation with the

COMMUNITY ADVISORY COMMITTEE ON CURRICULUM,

PROFESSIONALS ADVISORY COMMITTEE ON CURRICULUM,

and the

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NORTHWEST ARCTIC SCHOOL DISTRICT
1979

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The Northwest Arctic School District thanks the United States Office of Education, Teacher Centers Program, for supporting the work of the Professionals Advisory Committee during the 1978-79 school year; and the Alaska Native Foundation for supporting the work of the Community Advisory Committee during the 1977-78 school year.

Learnings for Iñuguliq Kamaksriigaliikun

Curriculum Guidelines for the Northwest Arctic School District

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PART I:

INTRODUCTION

Curriculum Development in the Northwest Arctic School District

Soon after the Northwest Arctic School District became the local education agency for the Northwest Region in 1976, parents and school staff stated the need for a unified and continuous curriculum. The Superintendent formed a Joint Curriculum Committee of concerned educators in the region and asked for recommendations on how the curriculum should be developed. During the 1976-77 school year, committee members traveled throughout the district, holding meetings with parents and teachers to assess the curriculum needs of the eleven schools and to outline the content of the district curriculum.

As curriculum development work expanded in the 1977-78 school year, the Superintendent appointed two advisory committees and hired a district curriculum director to coordinate curriculum development work.

The Community Advisory Committee on Curriculum, (a lay committee) represented parents, Community School Committees and education leaders within the eleven communities of the region. This committee played a significant role in determining the goals of education and describing the overall framework for the district's curriculum.

The Professionals Advisory Committee on Curriculum represented teachers, aides and principals in the region's schools. This committee translated the stated needs of the community into a workable educational program, and, with the help of the entire district teaching staff, designed program objectives for Northwest Arctic Schools.

During the 1977-78 school year, the two committees worked with the curriculum director to develop district goals and graduation requirements, which were presented to the District School Board and became District policy in 1978.

Based on the goals and graduation requirements, a framework for the district curriculum was developed, and program objectives in each subject were written during 1978 and 1979.

The Curriculum Guidelines presented here are truly a joint effort of the schools and communities of the Northwest Arctic School District. Each step of the development process has been guided by the Professional and Community Advisory Committees. Each product of the curriculum development process has been reviewed by the District School Board, Community School Committees and school staffs.

We believe that the involvement of the entire educational community in the development of these guidelines helps to make them a workable and useful framework for school programs, and we thank the many people who devoted time to this development work.

Northwest Arctic School District Board Policy 6120

Goals of the Northwest Arctic School District

The Northwest Arctic Region is in a process of rapid economic, political and social change. The main concerns for schools in this region are:

1. Educating children for the many and changing lifestyles they will lead, whether in the village or in the city.

2. Developing leadership in every aspect of community life.

3. Promoting better cross-cultural understanding and Iñugułiq kamaksriigałikun. *

The Northwest Arctic School District will strive toward the following goals for students:

1. Students will become proficient in the basic skills required for educational and societal success.

2. Students will acquire introductory skills and experience in one or more adult-life roles.

3. Students will develop respect for their cultural heritage and an understanding of themselves as individuals.

The Northwest Arctic School District has the following goals for schools:

1. Schools will involve the community in educational planning, instruction and evaluation.

2. Schools will encourage community residents to become professional educators.

3. Schools will encourage students to take pride in the quality of their work and their personal accomplishments.

*"growing up with respect"

Northwest Arctic School District Board Policy 5120.6
Graduation Requirements

To earn a high school diploma from the Northwest Arctic School District, a student must satisfactorily complete 21 required credits as shown below:

SUBJECT	CREDITS REQUIRED
English/Language Arts	4
Oral Communications	1
Iñupiaq Language Arts or Eskimo Studies	1
Alaska Studies	½
United States Studies	1
Consumer Education	1
Mathematics	2
Science	2
Health Education	1
Physical Education	2
Electives	5½
TOTAL CREDITS REQUIRED	21

* English/Language Arts must be taken in each year of the 9-12 program-

Credits:

1. Definition - One credit (or one unit) is defined (as by state regulation) as 130 clock hours of instruction or 7800 minutes.

Implementation:

1. This policy will be in effect for the 1982 graduating class.

Diplomas Under Special Conditions:

1. Individual students may petition the Superintendent to alter or waive certain graduation requirements, provided that the student has an individual educational plan which has been approved by their principal.

   a) In the case of students certified as "exceptional," the individual educational plan leading to a diploma will be developed and approved by the "child study team," as required by state and federal regulations.

   b) Transfer students who have accumulated 10 units of credit from another school district (s), shall not necessarily be required to comply with the Northwest Arctic School District's specific subject requirements, however they must accumulate a minimum of 21 credits to receive a diploma.

2. A student who completes four elective credits in vocational studies may be issued a "Diploma with Vocational Emphasis," and these studies will be shown on the student's transcript.

3. A student who completes four elective credits in academic studies may be issued a "Diploma with Academic Emphasis," and these studies will be shown on the student's transcript.

Purpose and Uses of the Curriculum Guidelines

These Curriculum Guidelines for Northwest Arctic Schools are designed to be used by teachers, administrators, parents and students for the purpose of understanding and implementing a curriculum consistent with the goals, philosophy and policies of the Northwest Arctic School District Board. The Guidelines cover eleven subjects at fifteen different instructional levels.

The eleven subjects, which define the scope of the curriculum, are as follows:

Communications: English Reading
Communications: English Language Arts
Communications: Iñupiaq Language Arts
Arts and Creative Expression
Citizenship and Social Studies
Safety, Health and Nutrition
Science
Mathematics
Music and Rhythmic Expression
Physical Education
Vocations

The fifteen instructional levels, which delineate the sequence of the curriculum, are listed below. (Vocational Education is offered only in grades 7-Adult).

Early Childhood Education
Kindergarten
1st Grade
2nd Grade
3rd Grade
4th Grade
5th Grade
6th Grade
7th Grade
8th Grade
9th Grade
10th Grade
11th Grade
12th Grade
Adult Education

These Curriculum Guidelines describe the major learnings in each subject at each grade level. They reflect the learnings which most students should accomplish through the instructional program. The Guidelines provide the framework for the students' individual educational plans.

Curriculum Guidelines are designed to provide continuity and continuous progress in educational programs for students. They promote a uniform quality of instruction throughout district schools.

At the elementary level, the Curriculum Guidelines comprise the core of the instructional program for all students. At the secondary level, the Graduation Requirements comprise the core of the instructional program. Each secondary student's educational program is completed through any of a range of sequenced offerings described in the Curriculum Guidelines.

To reinforce the Northwest Arctic School District's major educational intent, Iñugułiq kamaksriigałikun, four themes are woven throughout all subjects and grade levels of the Curriculum Guidelines. These themes are:

X: Cross-Cultural Skills - learnings which enable a student to interact effectively with others in a multicultural society, whether in the village or in the city.

I: Iñupiat Cultural Heritage - learnings which enhance a student's understanding of the Iñupiat way of life, both traditional and modern.

L: Leadership Development - learnings which enhance a student's personal development, encourage excellence, and provide opportunities for outstanding accomplishments or achievements.

C: Consumer and Career Awareness - learnings which enable a student to participate fully in a developing economy, both as a consumer and as a producer, and which encourage exploration of diverse adult-life roles.

Objectives which are related to one or more of the above themes are marked as such in the Curriculum Guidelines.

The Guidelines are arranged first by level (Elementary, Junior High, High School), and then by subject or instructional program (i.e. Science).

Users can locate the objectives for the levels and the instructional programs which they are interested in by looking up the page numbers in the Table of Contents. The guidelines are indexed. A user can locate any course by title in the index to these guidelines.

PART II

PROGRAM OBJECTIVES

Elementary

The elementary curriculum is divided into ten subjects:

Communications: English Reading
Communications: English Language Arts
Communications: Inupiaq Language Arts
Arts and Creative Expression
Citizenship and Social Studies
Safety, Health and Nutrition
Science
Mathematics
Music and Rhythmic Expression
Physical Education

The sequence of objectives from Kindergarten through sixth grade in each subject comprises the core instructional program in that subject. The levels are a guide. As students master the skills at one level, they move on to the next. It is not expected that all students at a particular grade level will master all of the objectives. Rather, it is expected that each student will demonstrate continuous progress along the K-6 sequence of objectives in each of the ten core programs.

ENGLISH READING

Kindergarten

1. show an interest in books and stories
2. name the letters of the alphabet
3. match small letters with capital letters
4. follow left to right sequence
5. know consonant letter sounds
6. tell if a pair of words begin with the same initial consonant sound
7. organize pictures to show sequence
8. identify the picture, symbol or letter that is different in a given set
9. identify the pictures, symbols or letters that are the same in a given set
10. determine if a situation or illustration is make-believe or real
11. act out position words: over-under, up-down, first-last, front-back

(Distar Alternative)

1. match simple visual patterns
2. show left to right progression
3. identify the correct sound for a given symbol
4. repeat words at a normal rate when presented slowly
5. follow action sequence
6. say sounds in words
7. rhyme words when presented (initial sound in print)
8. follow sequence of pictured actions
9. blend sounds without pausing when presented a printed word
10. read simple words
11. copy symbols while saying sound
12. recognize name in print
13. look at picture books

ENGLISH READING

First Grade

1. identify letter which stands for initial consonant of a word
2. identify letter which stands for final consonant of word
3. identify initial consonant digraphs
4. identify long and short vowel sounds in words
5. identify rhyming words
6. place pictures in correct sequence of events
7. locate an appropriate title for a picture
8. answer questions about what is read
9. select words to complete a sentence
10. identify emotions of characters
11. identify contractions
12. match words that mean the same or different
13. categorize pictures of objects
14. look at books
15. match pictures to nursery rhymes

(Distar Alternative)

1. say all 40 sounds represented by symbol
2. read words without sounding out first
3. recognize irregular words
4. identify endings on words and read words correctly (ing, ed, s)
5. find punctuation at the end of sentences
6. read simple stories
7. put pictures of main events of a story in proper sequences
8. find a picture which illustrates the conclusion of a story given orally
9. identify singular and plural words
10. identify illustrations as real or make-believe
11. classify pictures

ENGLISH READING

Second Grade

1. use phonetic rules to decode words including initial
2. read r-controlled vowel words
3. identify compound words
4. identify singular and plural forms of words
5. identify number of syllables in a word up to two
6. listen to a story and place illustrations of the main events in proper sequence
7. locate illustration which depicts implied idea of a story
8. distinguish between real and make-believe
9. find the main idea of a reading selection
10. locate correct alphabetical order of words to the second letter
11. use context clues to identify meaning of a word
12. read library books
13. read simple poetry
14. read a book written by the class

(Distar Alternative)

1. read words with consonant blends, and vowel digraphs
2. read words with long and short vowel sounds which follow the final e rule
3. read more difficult words after instruction
4. read two-part words
5. read story orally
6. read and answer questions about a picture
7. name all letters of the alphabet, both capital and lower case, and put words in order alphabetically to the second letter
8. read written instructions and follow the directions
9. read rules and apply the rules to related sentences
10. identify main ideas and details in pictures
11. read simple poetry and identify words to complete poem
12. read simple library books
13. locate correct meaning of words by using context clues

ENGLISH READING

Third Grade

1. firm up decoding skills previously taught
2. increase speed and fluency of reading
3. identify compound words, plurals and multisyllabic words
4. identify irregular forms of plural words
5. match synonyms, antonyms and homonyms
6. identify main idea, detail and proper sequence of sentences
7. catagorize words and statements into content areas
8. use context clues to develop vocabulary
9. use table of contents
10. read books

L 11. follow punctuation while reading orally

12. read and follow recipes

X 13. read survival signs

14. follow directions in games
15. improve comprehension within content areas by categorizing information

ENGLISH READING

Fourth Grade

1. recognize compound words correctly in a sentence
2. read words with suffixes and prefixes
3. identify correct synonym, antonym or homonym within sentences
4. state meaning of words by using context clues
5. recall what is read by identifying main ideas; detail sequence of main events within
6. interpret written material by describing cause-effect relationship, emotions of characters
7. locate topics in encyclopedia, and words in dictionary using alphabetical order
8. interpret simple maps
9. read silently text books, magazines and library books
10. read simple poetry
11. read and dramatize a role within a play

ENGLISH READING

Fifth Grade

1. select meaning for prefixed word and suffixed word
2. identify meanings for figurative language such as similes and common saying
3. use pronunciation and definition of dictionary entry
4. use table of contents and index pages as a reference
5. locate specific information in encyclopedia with use of key words
6. read and interpret a story using major comprehension skills
7. compare and contrast written materials
8. identify specific information using a map
9. follow written directions to make an object
10. read and interpret textbook material
11. read and interpret character's emotion within a play
12. read narrative poetry
13. read newspapers and magazines

ENGLISH READING

Sixth Grade

1. recognize meaning of metaphors
2. identify summary sentences
3. interpret and read material dealing with natural science
4. interpret and read materials dealing with social studies
5. locate books by use of a library card catalog and recognize information found on the cards
6. read both fiction and non-fiction books and identify difference
7. identify information given on a graph

X 8. use appropriate source to locate information

9. identify fact or opinion of a given selection
10. recognize multiple meaning of words
11. recognize various poetry forms

ENGLISH LANGUAGE ARTS

Kindergarten

1. speak spontaneously in a group
2. freely express own thoughts
3. speak in complete sentences
4. follow oral directions
5. know village or town name
6. hold a pencil correctly
7. position paper in proper position
8. recognize and print first name
9. know first and last name
10. print letters of the alphabet

(Distar Alternative)

1. trace left to right progression
2. copy printed symbols and simple words
3. print own first name
4. repeat simple words and sentences
5. repeat sounds in words
6. blend sounds in words when presented orally
7. repeat simple nursery rhymes
8. perform actions in sequence
9. use body to dramatize animal motion
10. listen to stories and poems

ENGLISH LANGUAGE ARTS

First Grade

1. print letters of the alphabet from memory
2. spell simple words by rote or sounding out
3. copy simple words and sentences
4. speak in complete sentences using statements, commands, questions and exclamations
5. use the comparative form of adjectives and adverbs in speaking
6. use negatives in speaking complete sentences
7. use appropriate prepositions in sentences
8. use the following conjunctions in sentences: so, if, and, because
9. use singular and plural nouns and verbs in sentences
10. identify statements as being true, false, fact or fantasy
11. listen to stories and poems
12. recite basic information: family names, address, telephone number, days of week, months and seasons, 5 colors, local occupations, and body parts
13. illustrate a sentence for a class story
14. recite simple rhymes and poems

(Distar Alternative)

1. write symbols for 40 sounds
2. copy simple sentences
3. make statements using past, present and future tense
4. answer questions using affirmative and negative statements
5. use appropriate prepositions to accurately describe a picture or action
6. answer questions or describe a picture using antonyms (polars)
7. use appropriate singular or plural nouns or verbs in statements
8. tell whether or not an object belongs to a specified class
9. follow an oral story and respond to questions and instructions
10. recite own name, names of classmates and teachers, school, city, days of week in order, people in occupations, 5 colors
11. perform an action and describe it in a complete sentence
12. participate in writing a group story
13. supply missing words in rhymes and poems

ENGLISH LANGUAGE ARTS

Second Grade

1. spell short words by sounding out
2. write short sentences independently
3. use fluid penmanship skills
4. use "ing" to form new words
5. use regular and irregular verb forms
6. use the superlative form of adjectives and adverbs
7. substitute a synonym for a word in a sentence
8. use contractions in agreement with pronoun subject
9. answer who, what, when, where and why questions about story
10. make complete sentences matching verb tense to time

L 11. participate in class discussions

12. tell a personal or creative story, staying with the subject and following a sequence
13. recite rhyming lines in a long poem
14. write a sentence for a class story

(Distar Alternative)

1. spell simple words by sounding out
2. write simple sentences independently
3. name smallest, bigger, and biggest class
4. repeat alphabet forwards and backwards
5. identify an object, given definition
6. use superlatives in statements
7. uses contractions in agreement with pronoun subject
8. answer who, what, when, where, why, questions about story
9. make complete sentence matching verb tense to time
10. repeat analogies
11. state cause - effect relationship using if - then rule
12. recognize true, false, or maybe statements
13. tell number of days in week, month, year; name months of year in order, and common land forms
14. recognize absurdities in pictures and statements

L 15. write original short stories

L 16. tell a personal experience or creative story

ENGLISH LANGUAGE ARTS

Third Grade

1. spell by sounding out and using word families
2. write in cursive style
3. use periods and question marks at end of statements and interrogative sentences
4. use comma to replace conjunction in series, in dates, in greetings and closings
5. capitalize beginning of sentence, pronoun I, names of people, days of week, and months
6. form contractions in sentences
7. use subject-verb agreement according to singular and plural
8. form abbreviation
9. make possessive forms of names
10. give the antonym of a word
11. write social letters
12. write short paragraph following sequence
13. deliver a brief oral report
X 14. make and respond to informal introductions
15. read aloud in groups

(Distar Alternative)

1. spell words by sounding out and using word families
2. write in cursive
3. write statements, questions, and commands using appropriate end marks
4. uses comma in series, after predicate modifier and in compound sentences
5. use quotation marks around direct quotations
6. capitalize beginning of sentence, pronoun I, names of people, days of week and months of year
7. form contractions
8. use agreement of singular or plural forms of nouns and verbs
9. use abbreviations
10. use possessive forms of names
11. use synonyms
12. write a paragraph independently using descriptions and sequence
L 13. participate in content area discussions
14. participate in choral reading

ENGLISH LANGUAGE ARTS

Fourth Grade

1. spell commonly used words
2. write declarative, imperative, interrogative, and exclamatory sentences
3. capitalize names of languages, nationalities, historical events, geographical sections
4. identify the meaning of compounds, affixes, and homonyms orally
5. identify nouns and verbs
6. identify meaning of unfamiliar word by using context
7. categorize and sequence main ideas
8. discuss the details of a reading selection
9. give oral book report
10. write simple report using dictionary and encyclopedia

C X 11. write business letters

L 12. write free verse

L 13. dramatize a role in a play

ENGLISH LANGUAGE ARTS

Fifth Grade

1. spell words orally
2. write compound sentences
3. write sentences using correct inflected verb form
4. identify adjectives and adverbs
5. use quotation marks for titles, italics, and quotations
6. use correct subject - verb agreement
7. use similes
8. write a brief report using news articles
9. draw conclusions based upon information

L 10. prepare and deliver a speech on a selected topic

L X 11. write hiaku or other restrained form of poetry

L 12. play a role given situation

ENGLISH LANGUAGE ARTS

Sixth Grade

1. spell most words needed for writing
2. write exclamatory sentences
3. use metaphors
4. summarize a reading selection
5. compare and contrast reading materials

C 6. discuss fact and opinion

X 7. use library card catalog and encyclopedia for research

L 8. give a demonstration speech

L 9. use voice intonation to dramatize a role

X 10. interpret various forms of poetry

I: IÑUPIAQ LANGUAGE ARTS *

LEVEL A

Kindergarten
and/or First Grade

1. can recognize and respond to salutations	1. Kaŋiqsimagisiyai kiggutiksrani paġlatinun.
2. can recognize command words	2. Kaŋiqsimagisiyai tillisiksrani.
3. can recognize optatives (Pisa)	3. Kaŋiqsimagisiyai susruktilaani atuġlugu. (Pisa)
4. can identify social vocabulary	4. Uqautigitlagisiyaa nipliutiksrani:
5. can identify classroom vocabulary using a simple sentence structure	5. Uqautigitlagisiyai aglagviŋmi iḷisaaksrat atuġlugu qaġanaġniŋa aglałhum kaŋia uvva_____.
6. a. uses simple sentence structure with demonstratives (Here is____. This is_____.)	6. a. Atutlagisiyaa qaġanaġnikun atuġlugich urraaġutit.
b. uses interrogative struture with classroom vocabulary (What is that/this?)	b. Atutlagisiyaa taamna,una atuġlugich iḷisaġviŋmi agliqiaksrat.
c. uses interrogative structure with location (What is that over there?)	c. Atutlagisiyaa nipliutit taavaniittuatigun atuġlugich iḷisaġviŋmi agliqiaksrat.
7. identify opposites "big and small" using village places	7. Uqautigitlaniaġai akilliġiich "aŋiruq, mikiruq" atuġlugich iḷisaġviŋmi agliqiaksrat.
8. use affirmative and negative responses with classroom and village places vocabulary	8. Atutlaniaġai piñaqtuat suli piñaitchuat kiggutiksrat atuġlugich iḷisaġviŋmi nunaaqqimilu agliqiaksrat.
9. recognize +tuq and +ruq endings with color vocabulary	9. Kaŋiqsimagisiyai isrukłitchaat +tuq and +ruq atuġlugich kalat kaŋiŋich.
10. identify food vocabulary	10. Kaŋiqsimagisiyai niqitigun agliqiaksrat.
11. use "is" with action verbs using family and food vocabulary	11. Atuġlugu taggiñ "is" suraġautikun iḷisatqiġlugich aŋayuqaaġiich niqillu taiłiŋich.
12. use pronouns with action verbs in simple sentences	12. Atuġlugich atiġnun inaŋiutit suraġautitgun agliqiaksraini.
13. use action verb stems +tin, +ġiñ, +ġiñ with commands	13. Atuġlugich suraġautit kaŋiŋich +tin, +ġiñ, +ġiñ tillisitigun.
14. use action verbs with 1st person singular, using verb ending with consonant	14. Atuġlugu suraġaun uumuŋa 1st person atausriuruaq atuġlugu suraġautim isrukłitchaaŋa taiñġurakun.
15. use demonstrative "that" with animal vocabulary in simple sentence structure	15. Atuġlugu urriqsuun "una" niġrutitugun kaŋiqaqtuani agliqiaksraini.

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I: IÑUPIAQ LANGUAGE ARTS

Level A - continued

16. use color verb stems with animal names and action verbs to create a simple sentence	16. Atuġlugu kalamik aullaġniisaaq niġrutit atiŋisigun suli suraġausriġlugu savaglugu agliqiaksraimun.
17. recognize action verbs restricted to animals (ex: gallop, fly)	17. Kaŋiqsimagisiyaa suraġaun atuġnaitchuag niġrutaunġiłaanun. (ex: paŋalik, tiŋmi)
18. identify numbers one - ten	18. Uqautigitlagisiyai kisitchisit atausrimiñ - qulinun.
19. a. identify shapes in 3rd person singular form	19. a. Uqautigitlagisiyai irrusrich "3rd person" atausriiłikun.
b. identify shapes and colors in 3rd person dual form	b. Uqautigitlagisiyai kalaŋillu uumani "3rd person" malġuułikun.
c. identify shapes and colors in 3rd person plural form	c. Uqautigitlagisiyai kalaŋillu uumani "3rd person" iñugiałikun.
20. identify body parts	20. Uqautigitlagisiyai timim sulliñġi.
21. identify left and right position with body parts	21. Uqautigitlagisik saumiglu taliqpigłu iłagilugik timim sulliñġigun.
22. identify animal body parts	22. Uqautigitlagisigai niġrutim timaan sulliñġi.
23. a. use animal and body part vocabulary in a simple sentence	23. a. Atuġlugich niġrutim timaan sulliñġan atqa agliqiaksranun.
b. recognize question sentence "What is_____?"	b. Kaŋiqsimalugu apiqsruutaukpan agliqiaq "sua___?"
24. a. identify clothing vocabulary in simple sentences	24. a. Uqautigitlagisiyai alnuġaatigun agliqiaksrat atuġlugu qaġanaġniŋagun agliqiaksraq.
b. use postbase "qaq" (to have) with clothing vocabulary using 1st and 2nd person endings (+pich, +tuŋa)	b. Atuġlugu akunniġun -qaq- atnuġaatigun agliqiaksrat atuġlugik sivulliġmullu tuvlianunlu iñuum isrukłitchaaŋa (+pich, +tuŋa).
c. recognize postbase "tuq" with clothing vocabulary	c. Kaŋiqsimalugu akunniġun -tuq- atnuġaatigun taggisini.
25. identify transportation and toy vocabulary	25. Uqautigitlagisiyai igliġutnallu, iŋŋuallu agliqiaksraini.
26. identify time vocabulary in simple sentences	26. Uqautigitlagisiyai qañaaġlaaġutit agliqiaksrat.
27. a. identify emotion vocabulary in affirmative/negative response in 3rd person	27. a. Uqautigitlagisiyaa iñuum irrusria piñaqtilaaŋa naaggaqaa piñaisilaaŋa kiggutiksraq piñayuatnun iñuum.
b. identify emotion vocabulary in affirmative/negative response in 1st person	b. Uqautigitlagisiyaa iñuum irrusria atuġnaqtuaq sivulliġmun iñuŋmun.

I: IÑUPIAQ LANGUAGE ARTS

Level A - continued

28. use weather verbs in simple sentences	28. Atuġlugich siḷasriutit.
29. a. identify community workers	29. a. Uqautigitlagisiyai nunnaaqqimi savaktit.
b. use postbase "u" (to be) with community worker vocabulary in simple sentences	b. Atuġlugu akunniġun -u- nunnaaqqimi savaktauruamun atuġlugu -u- piñiaqtuamun.
c. use possessives with family vocabulary	c. Atuġlugich iŋmun sulliñgich aŋayuqaaġiisigun agliqiaksraini.
30. identify and pronounce vowels in initial position	30. Uqautigitlagisiyai suli taitḷalugich tamatkua taiñiġruich qitqaniittuat.
31. identify and pronounce double vowel sounds	31. Uqautigitlagisiyai suli agliqitlalugich malġuk atiruak taiñigruak.
32. identify and pronounce single consonant sounds	32. Uqautigitlagisiyai suli taitḷalugich atausriiruat taiñġurat.
33. discriminate between: s-sr, m-n, ñ-ŋ, t-l	33. Uqautigitlagisiyai atlaŋuqsimaruat ukua s-sr, m-n, ñ-ŋ, t-l.
34. identify and pronounce double consonant sounds	34. Uqautigitlagisiyai suli taitḷalugich malġuuruat taiñġurat.
35. discriminate between double consonant sounds: ll-ḷḷ, gg-ġġ, mm-nn	35. Iłuisilaaŋich iḷisimagisiyai malġuuruat taiñġurat ll-ḷḷ, gg-ġġ, mm-nn.
36. discriminate vowel sounds from dipthongs (ex: a-ai)	36. Iłuisilaaŋati suli iḷitchuġigisiyai atausriiruat suli malġuuruat taiñiġruich.

I: IÑUPIAQ LANGUAGE ARTS *

LEVEL B

First and/or Second Grade

1. identify numerals 11 to 20
2. use locative noun ending mi or ni with terrain vocabulary in simple sentences
3. use positions with house objects vocabulary in simple sentences
4. identify family vocabulary with possessives
5. use proper names with family vocabulary
6. a. identify parts of the body
   b. use possessive ġa/ga with body parts
   c. use interrogative naamii (where is) with parts of the body
7. a. use singular form of nouns with location vocabulary
   b. use dual form of nouns with nouns and locations
   c. use plural form of nouns with nouns and locations
8. a. identify clothing vocabulary
   b. use interrogative sua, una ("what") with clothing vocabulary
   c. use ending -tuq in simple sentences with color verb stem vocabulary
9. a. can identify +mik ending/ article a with house objects
   b. identify marine mammals in simple sentences
   c. identify +mik ending/article a with marine mammals
10. identify dual and plural forms of marine mammals

1. Uqautigitlagisiyai kisirrutit 11-20.
2. Atutlagisiyai iniksraŋitñun taggisit isruŋich mi or ni sut nunam qaaŋani taiñaqtuat qaġanaġniŋanun aġliqiaksriuġlugich.
3. Atutlagisiyai urraaġutit ittuat tupigmi aġliqiaksrat pisuġniqtuakun agliqiaksriuġlugich.
4. Uqautigitlagisiyai aŋayuqqqġiisigun aglaich iŋmunnittuatigun.
5. Nalaullugich atiŋich aŋayuqaaġiich sulliñġutilaaŋat.
6. a. Uqautigitlaġisiyai sulliñgi timim.
   b. Atuġlugich iŋmun ittuat timim iḷaviñġi.
   c. Atuġlugu taggiñ naami tamatkunuuna sulliñiŋisigun.
7. a. Atuġlugu atausriułikun taggiñ suliñġutilaaŋatnik.
   b. Atuġlugu malġuułikun taggiñ atqagun suli inaagun.
   c. Atuġlugu iñuġiałikun taggiñ atqagun suli inaagun.
8. a. Uqautigitlagisiyai atnuġaatigun agliqiaksrat.
   b. Atuġlugich sivuniqaqtuat sua, una atnuġaatigun agliqiaksrat.
   c. Atuġlugu isrukłitchaaqaq -tuq pisuġnaqsiḷugu agliqiaksraq kalam kaŋianik kalaniglu.
9. a. Iḷitchuġitlagisiyai +mik isrukłitchaaq piqaġlugu tupiġmi ittuanik.
   b. Iḷitchuġitlagisiyai taġium niġrutai agliqiaksriuġuni.
   c. Iḷisimatlagisiyaa isrukłitchaaq +mik atuġuni taġium niġrutaiñik.
10. Uqautigitlagisiyai malġuukpata naaggaqa iñugiakpata taġium niġrutai.

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I: IÑUPIAQ LANGUAGE ARTS

Level B - continued

11. a. identify land animals in simple sentences	11. a. Uqautigitlagisiyai nunam aŋŋutai agliqiaksriuġuni.
b. use the verb tautuk ("see") in simple sentences with land animals and fish	b. Atuġlugu suraġaun qiñiq ("see") agliaqiaksriuġlugu atuġlugich nunam niġrutai suli qaluich.
c. use verb endings va/pa with verbs in a simple sentence, adding mik ending	c. Atuġlugu isrukłitchaaq +va/+pa suraġautmik agliqiaksrakuŋ ilalugulu +mik isrukłitchaaŋa niġrutit atiŋitñun.
12. a. identify food vocabulary using postbase -tuq- with singular ending +tuŋa	12. a. Uqautigitlagisiyai niqitigun taggisit. Atuġlugu akunniġun -tuq- atausriuraumun isrukłitchaamun +tuŋa.
b. use pronoun postbase +tuqtuq with food vocabulary	b. Atutlagisiyaa simmia atqum akunniġutauruaq +tuqtuq tamatkunuuna niqitigun agliqlaksrani.
c. use habitual postbase ending +tuġuu with food vocabulary	c. Atuġlugu pitłatukkaŋa akunniġun isrukłitchaaŋa +tuġuu niqitigun agliqiaksrani.
13. use negative +tutlait with food vocabulary in a simple sentence	13. Atuġlugu pitłatukkaŋa +tutlait niqitigun agliqiaksrani.
14. use verb postbase +tutlatu with food vocabulary in simple sentences	14. Atuġlugu suraġautim akunniġutaa +tutlatu niqitigun agliqiaksrani.
15. identify opposites	15. Uqautigitlagisiyai akiłłigiich.
16. identify kitchen utensils vocabulary using positionals in a simple sentence	16. Uqautigitlagisiyai niqniaġvium suġusrii atuġlugu naniitilaaŋich agliqiaksrami.
17. make an affirmative and negative statement using kitchen utensils vocabulary with postbase -qaq-	17. Uqautigitlagisiyaa piqaġumi suli piitchumi atuġlugich niqniaġvium suġusrii. Akunniġutiligaanik -qaq-.
18. use verb postbase +tuġuk to create a simple sentence with food vocabulary	18. Atutlasrilugu akunniġun +tuġuk agliqiaksriuġuni niqitigun agliqiaksrani.
19. use the verb atuqtuq ("wearing") with clothing vocabulary in a simple sentence	19. Atutlagisiyaa suraġaun atuqtuq atnuġaatigun agliqiaksraq.
20. identify time vocabulary in a simple sentence with clothing vocabulary	20. Uqautigitlagisiyaa piviksraq agliqiaksriuġuni atuġlugich atnuġaatigun agliqiaksrat.
21. a. identify days of the week	21. a. Uqautigitlagisiyai uvlut.
b. identify days of the week with time vocabulary (yesterday) in a simple sentence	b. Uqautigitlagisiyai uvlumi akunniqsaaq iłisimalugu (ippaksraq) qaŋaaglaaġun uqautigitlalugu.

I: IÑUPIAQ LANGUAGE ARTS

Level B - continued

21. c. idenitify days of the week with time vocabulary (today) in a simple sentence	21. c. Uqautigitlagisiyai uvlumi akunniqsaaq iḷisimalugu (uvluvak) qaŋaaglaaġun uqautigitlalugu.
22. identify community places and community workers in simple sentences	22. Uqautigitlagisiyai nunaaqqimi suraġaġviich suli savaktiŋich agliqiaksriuġlugu.
23. pronounce initial vowels a, i, u, in initial medial first position, and double vowels	23. Taiḷḷagisigaa sivulliuruat taiñiġruat suli malġuuruat sivulliani, qitqani, naanmatalu.
24. pronounce clusters	24. Taiḷḷagisigai akunniġutit taiñġurani.
25. discriminate sound difference in minimal pairs	25. Iḷisimagisigaa iluisilaaŋat malġuulugu argich.
26. identify and pronounce nasal consonants	26. Quliallagisigai suli taiḷḷalugich taiñġurat suġlumiñ.
27. discriminate between initial double consonants in initial, medial and final positions	27. Iluaqtilaallagisigai akunniġutit taiḷḷagisigai akunniġutit suli malġuuruat taiñġurat sivulliani, qitqaniḷu suli naatpan.
28. pronounce dipthongs (ai, au)	28. Taiḷḷagisigai malġuuruat toiñiġruat (ai, au).
29. read sight vocabulary words and phrases	29. Tauġullagisigaa tautuglugu taiguaŋuraq.

I: INUPIAQ LANGUAGE ARTS *

LEVEL C

Second, Third and/or Fourth Grades

1. identify sound-symbol correspondence using alphabet	1. Tusraġnaġlugich kiggutiksrat atuġlugich aglaich.
2. read and write numerals 1 - 100	2. Agliqilugich aglagluġiḷḷu kisirrutit 1 - 100.
3. a. identify directions using village places	3. a. Uqautigitlagisiyai nunaaqqiurat.
b. recognize present tense using postbase +muk with village places	b. Kaŋiqsimalugich nunaaqqiurami suraġaġviich akunniġun atuġlugu (muk).
c. recognize future tense using postbase +munniaq with days of the week and village places	c. Kaŋiqsimalugich uvlumi akunniqsaat suli nunaaqqiuram suraġaġvii akunniġun atuġlugu (munniaq).
4. identify means of transportation	4. Uqautigitlagisiyai qanusrich iglautiksrat.
5. know singular and plural forms of transportation using village places and means of transportation	5. Ilisimalugich atausriikpan iñugiakpan igliġutiksrat atuġlugich nunaaqqiurami suraġaġviich suli ukunuuna igliġutitigun.
6. know positional vocabulary reviewing transportation, house objects, and village places	6. Ilisimalugu qanutnamun sivuniqaqtilaaŋat taggisit ilisatqiksuni igliġautitigun, tupiġmi suġutchich, nunaaqqiurat uvlumi agliqinaqtuat.
7. a. identify marine mammals and fish	7. a. Ilisaqsrutlagisiyai taġium niġrutai suli qaluich.
b. identify body parts of marine mammals and fish	b. Ilisaqsrutlagisiyai taġium niġrutai qaluiḷḷu suli timim sulliñġi.
c. review same structure using interrogative "which"	c. Taimuŋaiñaatlagisiyai tatpichigua atuġlugu kisut.
8. create sentences with positionals, topography and marine mammals	8. Tusraayugaaliutlagisiyai qiñiġlugich tatpichigua pitqiglugich sulliñġutilaaŋich, iñuuniaġviat, imġum niġrutai.
9. identify positionals using action verbs	9. Uqautigitlagisiyai sulliñġutilaaŋich atuġlugich suraġautit.
10. identify land animals	10. Uqautigitlaniagai nunam niġrutaï.
11. a. use possessives correctly with family vocabulary	11. a. Atutlagisiyai piginaqtuat naluanŋalugich aŋayuqaaġiisigun agliqiaksrat.
b. can substitute animals for food in sentence substitution drills	b. Simmiġatlagisiyai niġrutit niqiksrat naaggaqaa agliqiaksraq simmiġatlalugu.
12. identify insects reviewing and body parts	12. Uqautigitlagisiyai qupilġuurat. Atutqiglugich kisirrutit timiŋisa sulliñiŋich.

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I: IÑUPIAQ LANGUAGE ARTS

Level C - continued

13. categorize insects using body parts	13. Iḷiuqatlagisiyai sulliñigich iniŋitñun qupilġuuram timaanun.
14. use interrogative "where" with terrain vocabulary and insects	14. Atutlagisiyaa uqautigiłiksraŋat naniitchuutilaałiq nunami agliqiaksriuġumi qupilġuuratigun nunam qaaŋaniḷu.
15. identify verbs and fowl with verb "can"	15. Uqautigitlaniaġai tiŋmiurat, tiŋmiruallu uumuuna taggisikun(tḷḷa).
16. use object phrases with location and animals	16. Qiñiġlugich iḷitchuqqutiksrat naniitilaaġutit suli niġrutit.
17. a. identify ending transitives with singular and plural	17. a. Uqautigitlagisiyai sivulliusaaŋich nuktirrutit uumuuna atausriiłikun naaggaqaa iñugiałikun.
b. identify berry vocabulary reviewing ending transitives	b. Uqautigitlagisiyai asriatigun agliqiaksrat iḷisatqigḷugich isruŋich nuktatlaruat.
18. review colors, food and terrain vocabulary using interrogative word "what"	18. Atuġlugu una taggisiksraq suva iḷisatqigḷugich kalat, niqit, suli nunam qaaŋagun agliqiaksrat.
19. identify regional trees using opposites	19. Uqautigitlaniagai nayuqtigikkani napaaqtut atuġlugich akiḷḷiġiich.
20. identify parts of the body using intransitive endings (k/gaa and p/vut)	20. Uqautigitlagisiyai sulliñġi timim atuġlugu nuktatlaitchuuq -k/gaa - p/vut.
21. construct negative phrases using postbases chuq - suq with new vocabulary opposites	21. Atutlagai piunġitchuat aglaich atuġlugu isrukłitchaaq (+chuq, +suq) nutaanik agliqiaksranik akiḷḷiġiiñik.
22. a. identify traditional tools	22. a. Uqautigitlagisiyai taimakŋaqtat savalġutit.
b. use singular, dual and plural endings with traditional tool vocabulary	b. Atuġlugich atausriułiq, malġuułiq, iñugiałiġlu isrukłitchaat ukunuuna taimakŋaqtatigun savalġutit agliqiaksrat.
c. use possessives with tool vocabulary	c. Atuġlugich piginaqtuat savalġutitigun agliqiaksrat.
23. a. identify singular question endings using v/pauŋ and gaa/kaa	23. a. Uqautigitlagisiyai atausriutilaaŋa ukunuuna apiqsruutiŋich atuġlugich ukua v/pauŋ, k/gaa.
b. identify singular question endings using v/pagich and g/kai	b. Uqautigitlagisiyaa iñugiaktilaaŋat taapkunuuna isrukłitchaatigun. Apiqsruutiŋich atuġlugich ukua v/pagich, k/gai.

I: IÑUPIAQ LANGUAGE ARTS

Level C - continued

24. a. recognizes past tense of verb using hunting verbs	24. a. Kaŋiqsitḷagisiyaa atuaniłha agliqiaksram atuġlugich aŋuniałikun suraġautit.
b. use past tense of verb with singular and dual endings (k-galu)	b. Atuġlugu atuaniktuam suraġuatim atausriiłhum, malġuułhum isrukłitchaaŋak. (k-galu)
25. a. identify directions: north, east, south and west	25. a. Uqautigitlalugich qanutnamiñ arriqsuutit.
b. use interrogative (kia) with terrain and village name vocabulary	b. Atuġlugu apiqsruutuaruaq (kia) ukunuuna nunaaqqiurami initigun suli nunam qaaŋagun agliqiaksrat.
c. use prepositions in a sentence	c. Atuġlugu iḷitchuqqutiksraq agliqiaksrami (mi).
26. divide a written word into syllables	26. Avguġlugu aglaksimaruaq uqałiq. Suqumillugu avguġlugu akunniġun.
27. recognizes/pronounces/reads consonant clusters	27. Iḷitchuġilugu/taiḷugu/agliqilugich taiñġurat.
28. recognizes/pronounces/reads diagraphs	28. Iḷitchuġilugu/taiḷugu/agliqilugich diagraphat.
29. recognizes/pronounces/reads postbases	29. Iḷitchuġilugu/taiḷugu/agliqilugich akunniġutit.
30. recognizes/pronounces/reads word endings	30. Iḷitchuġilugu/taiḷugu/agliqilugich isrukłitchaat.
31. recognize the contrasting sounds in minimal pairs (ex: p-supi, pp-suppun)	31. Qaŋiqsiḷugich atinġiłhat tairuni malġukkun atiqqayaqtuakkun. (ex: p-supi, pp-suppun)

I: IÑUPIAQ LANGUAGE ARTS

Third Grade

I: IÑUPIAQ LANGUAGE ARTS

Fourth Grade

I: IÑUPIAQ LANGUAGE ARTS

Fifth Grade

I: IÑUPIAQ LANGUAGE ARTS

Sixth Grade

ARTS AND CREATIVE EXPRESSION

Kindergarten

1. color within boundries
2. paint, paste, draw, cut and trace
3. recognize and name eight basic colors

IX 4. recognize and name the tools used for both school art projects and local crafts

5. make a simple art project following oral directions
6. make a simple art project by looking at a finished example

L 7. select materials and create a self directed art project

8. describe a completed project

ARTS AND CREATIVE EXPRESSION

First Grade

L 1. display creativity with a variety of art materials

2. use and properly control tools and supplies for painting, drawing, cutting, pasting and tracing

IX 3. talk about subject matter in a work of art as it relates to personal and cultural experience

4. recognize differences in lines, values, colors, textures, shapes and forms

5. experiment progressively from one to at least eight colors when painting

6. produce symbols by giving shapes or marks desired characteristics

L 7. participate and cooperate in creative group activities (pantomines, movement patterns, murals, etc.)

8. identify pictures or facial expressions to show how a person feels

ARTS AND CREATIVE EXPRESSION

Second Grade

1. demonstrate control with a wide variety of art media and tools
IX 2. recognize arts specific to own culture and other cultures
I 3. create a drawing based on motif from the Arctic environment
4. identify primary and secondary colors and point out light and dark values
5. describe works of art with relation to subject matter, expressive quality and composition
C 6. describe how art enriches the environment and everyday living
I 7. use two or more symbols in a drawing derived from personal and cultural experience
L 8. express ideas in two and three dimensional forms
L 9. use creative dramatics to interpret a familiar story
10. act out emotions through the use of facial gestures and body movements

ARTS AND CREATIVE EXPRESSION

Third Grade

1. express ideas and emotions in a variety of art forms (ie: theater arts, music, paintings, drawings, sculpture, ceramics, display, stitchery)
2. demonstrate use and care of tools in art work

I 3. select and arrange objects from the Arctic environment for a display

I 4. describe local art forms and their meaning

5. use texture, value and geometric shapes in drawing

C 6. recognize the role of art and artists in everyday life

L 7. participate in a stage performance

X 8. demonstrate self-acceptance in creative expressions

ARTS AND CREATIVE EXPRESSION

Fourth Grade

1. express ideas with planned application of mixed media, techniques, tools and processes

C 2. identify great artists and art careers from their own and other cultures

3. produce a drawing stressing details and accuracy

4. use overlapping, texture balance and simple perspective

5. create moods and feelings with colors, shapes and light

IX 6. discuss Native and non-Native arts that are similiar or different in style: drama, dance, music, visual arts

L 7. create a personal symbol

I 8. work with a group to depict a common cultural theme

ARTS AND CREATIVE EXPRESSION

Fifth Grade

L 1. express original ideas through use of various art styles, mediums and crafts

X 2. relate art work to its historical and cultural context

3. define and use basic art vocabulary

X 4. combine found and scrap materials from the Arctic environment to produce a new form

X 5. construct a three dimensional design which compliments natural arctic surrounding

6. produce a line drawing which represents a subject or object in real life

7. distinguish between repetition, alteration and progression in creating rhythm

8. make designs in a limited space illustrating radial, asymetrical and symmetrical balance

IX 9. identify conventional symbols in Native and non-Native art work

ARTS AND CREATIVE EXPRESSION

Sixth Grade

X 1. analyze and interpret expressed feelings in self-made and other art work

I 2. participate in a variety of native art activities

3. discuss the various kinds of lines, rhythms, colors, values, textures, shapes and balance in a work of art

X 4. appreciate art forms from many cultures

L 5. organize an art show on a specific theme

IX 6. identify Alaskan Native arts and their geographical origins

7. construct a three dimensional model of a building

C 8. prepare a report on careers for artists in Alaska

L 9. produce a film or light show incorporating photography

10. create two and three dimensional works of art

I 11. incorporate local history in art work

CITIZENSHIP AND SOCIAL STUDIES

Kindergarten

1. identify members of the family
2. show respect for others
X 3. celebrate special days and holidays
4. follow school and class rules
5. pay attention in a group situation
L 6. work and think independently
7. seek help when needed
8. demonstrate self-control
9. complete a project
10. participate in class activities
11. take responsibility for personal and school property

CITIZENSHIP AND SOCIAL STUDIES

First Grade

C 1. explain the basic needs of food, shelter and clothing

X 2. identify ways that the physical environment affects how people live

X 3. identify ways that cultural heritage affects how people live

I 4. describe recent changes in Eskimo culture in the Northwest Arctic

X 5. know basic rights and responsibilities

L 6. describe the governing structure of the class, school and community

7. discuss the family as a social unit and its importance to the structure and organization of society

C 8. describe the occupations of family members

C 9. appreciate the dignity of work

10. identify areas of a globe or map representing water and land

CITIZENSHIP AND SOCIAL STUDIES

Second Grade

1. describe the relationship between individuals and their community
2. identify facilities and services available to members of the community

X 3. identify relationships between community, state, nation and world

L 4. identify causes and affects of decisions

C 5. name occupational clusters in the community

X 6. discuss the changing roles of men and women

I 7. name the eleven villages in the Northwest Alaska

8. explain the meaning of common geography terms
9. find locations, distances and relationships of areas on maps and globes

CITIZENSHIP AND SOCIAL STUDIES

Third Grade

I 1. be aware of self as a member of a culture

I 2. describe life in traditional Eskimo society

X 3. understand the concept of change and how it effects the community

4. know that people learn social and cultural behavior from groups

L 5. know basic rights and responsibilities as a community member

6. know the basic relationships between individual, community and state

7. describe the government of the community, region and state

C 8. identify people in the community who work in each of the occupational clusters

9. use a map key and indicate direction

10. describe different kinds of transportation

L 11. select and complete a project

C 12. describe how a small business works

CITIZENSHIP AND SOCIAL STUDIES

Fourth Grade

IX	1.	point out on a map of Alaska the different Native groupings
X	2.	compare different natural and cultural environments
	3.	understand how elections work at the local level
	4.	describe the structure of representative government
	5.	know basic rights and responsibilities as a citizen of the state and country
L	6.	understand local school governance and lines of decision making
	7.	describe the relationships between the state and the country
	8.	explain the importance of the press in a democracy
C	9.	understand the concepts of production and consumption and the cycle of a product through the economy
C	10.	demonstrate a statewide awareness of occupations in the various occupational clusters
C	11.	express personal interests, abilities and values as they relate to career choice and various occupations
	12.	explain about the geological forces that have shaped the Northwest Arctic area and point out major geologic features on map

CITIZENSHIP AND SOCIAL STUDIES

Fifth Grade

X	1.	understand the concepts of culture and culture change
X	2.	describe the geographic features, natural resources, form of government and cultural heritage of another country
	3.	know the basic history of our governmental structure
	4.	know individual rights guaranteed by the U.S. Constitution
	5.	respect the law
L	6.	understand how leaders are chosen at the state and national levels
L	7.	understand the concept of group political action in society
C	8.	name and describe jobs in all of the occupational clusters
	9.	locate and identify major rivers, lakes and oceans on a map or globe
X	10.	accept individual differences and demonstrate a healthy attitude toward self
I	11.	use simple research techniques to develop local history

CITIZENSHIP AND SOCIAL STUDIES

Sixth Grade

X 1. compare and contrast two different cultures in depth

X 2. discuss the positive value of ethnic diversity in our society and world

3. identify the main parts of the national governmental structure

X 4. describe a governmental structure other than our own

I 5. name the provisions of the Alaska Native Claims Settlement Act

6. discuss the impact of laws on everyday life

L 7. describe changes in government that have come about by active people working in their communities

L 8. identify problems, collect relevant information and propose solutions to problems

C 9. name and describe occupations in relation to personal interests and abilities

C 10. discuss career and life options and discuss the consequences of selecting one over another

11. understand the relationships between climate, rainfall, elevation, latitude, longitude and other geo-physical factors

SAFETY, HEALTH AND NUTRITION

Kindergarten

1. describe the safest route between home and school
2. tell what to do when a vehicle or snow mobile approaches
3. listen and look all directions before crossing a road or path
4. explain how sugar affects teeth
5. explain why we brush teeth regularly
6. know the value of eating good meals, expecially breakfast before school
7. remember to wash hands after using sanitary facilities and/or before eating
8. remember to cover mouth and nose when coughing or sneezing
9. follow rules for personal safety
10. recognize animals that can be dangerous

SAFETY, HEALTH AND NUTRITION

First Grade

1. practice personal grooming and health habits
2. play in groups
3. discuss personal feelings

I 4. name the parts of the body in Iñupiaq and English

5. name the body's five senses and their functions
6. follow school safety rules
7. discuss home safety rules
8. dress for different weather conditions

IX 9. identify nutritious foods of both subsistence and commercial types

C 10. know the sources of nutritious foods

SAFETY, HEALTH AND NUTRITION

Second Grade

1. exercise daily
2. describe the relationships between cleanliness and health
C 3. name and describe local occupations in health and safety
4. discuss personal relationships
X 5. know and practice basic cross-cultural etiquette
6. describe simple traditional health care practices
7. identify potential dangers to home safety and school safety
8. name and give examples of the basic four food groups
9. explain the importance of a balanced diet

SAFETY, HEALTH AND NUTRITION

Third Grade

1. discuss exercise habits in relation to work and play
2. explain the role of sanitation and public health in the community
3. discuss the importance of regular health care and dental hygiene
4. develop responsibility in personal health care
5. describe the body's structure and functions
6. name the most common accidents and possible preventions
7. discuss the relationships between diet and health
8. identify common nutrients and describe how the body uses them

SAFETY, HEALTH AND NUTRITION

Fourth Grade

1. plan an exercise program

IX 2. describe traditional health care practices and modern medicinal practices that are similar

3. cite rules for fire prevention

4. describe frostbite prevention and treatment

5. demonstrate proper care of minor injuries

6. discuss how food preparation affects nutrients

I 7. describe how subsistence foods are traditionally prepared

CX 8. describe how commercial foods are grown and processed

9. plan a balanced diet

SAFETY, HEALTH AND NUTRITION

Fifth Grade

1. exhibit positive attitudes about the health problems of others

I 2. discuss traditional health practices as they relate to modern day needs

X 3. tell about the health practices of another culture

4. describe important discoveries in health history

5. discuss the effects of drugs, alcohol and smoking

6. describe the internal body systems and their functions

C 7. identify and describe occupations in nutrition

8. describe diseases and illnesses that result from a poor diet

SAFETY, HEALTH AND NUTRITION

Sixth Grade

L 1. take responsibility for personal feelings

2. understand body growth and development

3. describe the chemical and physical body changes associated with growth

4. discuss the emotional changes associated with growth

5. name the personal and community effects of common illnesses and diseases

6. describe the reproductive cycle

7. identify ways to prevent drug and alcohol abuse or addiction

8. cite the rules of gun safety

9. discuss the relationship of diet to weight control

SCIENCE

Kindergarten

1. classify objects into subsets
2. discriminate between alike and different

I 3. name and identify common local animals

I 4. name and identify common local plants

I 5. name the seasons of the year and common activities during each

6. identify substances by taste and smell
7. pour substances from one container to another

SCIENCE

First Grade

1. list the properties of an object
2. identify an object by its properties
3. sort and classify objects by their properties
4. list the properties of gases, liquids and solids
5. tell whether a substance is gas, liquid or solid
6. observe changes in form
7. conserve volume

L 8. take responsibility for a living plant and animal ecosystem

9. describe the birth, life and death sequence of an organism
10. describe differences between living organisms and nonliving objects

SCIENCE

Second Grade

1. in a group of objects, identify those that interact
2. identify interacting objects in experiments and pictures
3. observe and describe changes occuring during experiments
4. use systems concept to identify interacting objects
5. detect evidence of interaction by observation

X 6. report on experiments and observations

7. describe systems that interact at a distance
8. care for a plant as it goes through its lifecycle

I 9. observe and describe the metamorphosis of several local organisms

10. answer the question: What is alive?

SCIENCE

Third Grade

1. use the word subsystem to describe a system within a system
2. identify subsystems of various systems
3. differentiate between solutions and nonsolutions
4. interpret observations of chemical interactions
5. separate subsystems by filtration and evaporation
6. identify properties of water and freon
7. construct and interpret histograms for comparing and understanding data
8. measure population increase and decline in simple insects

CI 9. describe the food chain and food web in the local environment

I 10. describe predator-prey relationships

SCIENCE

Fourth Grade

1. use a frame of reference
2. describe the position of an object
3. observe and describe motion relative to a frame of reference
4. interpret change of position as evidence of relative motion
5. identify variables that affect motion
6. describe directions using degrees

X 7. measure polar coordinates of objects and map their locations

8. design and construct a terrarium
9. control terrarium environment
10. describe the effects of environmental changes on organisms
11. observe and describe changes in the local environment

CL 12. discuss the life of a great scientist

SCIENCE

Fifth Grade

1. describe energy transfers
2. select and perform a multiple energy transfer project
X 3. measure, record and interpret data
4. measure amounts of energy transferred
5. germinate seeds and determine plant needs served by seeds
6. describe how plants fit into food chains
CI 7. describe the lifecycle of a local organism including: producer, consumer, decomposer
8. explain how reproduction affects population and food supplies
9. describe how competitors affect food chains
LI 10. discuss how humans affect the local ecosystem
I 11. discuss the traditional and modern uses of local plants
C 12. name and describe scientific occupations

SCIENCE

Sixth Grade

L	1.	propose models to explain simple mechanical and electrical systems
LX	2.	interpret data, design and revise experiments, and evaluate models
	3.	identify variables that affect magnetic systems
	4.	use an electrical model to predict energy transfer
	5.	build functional electrical circuits
L	6.	design and carry out an electricity experiment
	7.	construct and care for a model ecosystem
	8.	explain how the oxygen-carbon dioxide cycle works in a model ecosystem and in the world
	9.	explain how the water-cycle works in a model ecosystem and in the world
	10.	explain how the food-mineral cycle works in a model ecosystem and in the world
LIX	11.	describe possible effects of major proposed changes in the local environment
LX	12.	discuss the impact of public policy on the environment

MATHEMATICS

Kindergarten

L 1. discriminate between equal and unequal sets
2. count to 20
3. identify any written numeral between 1 and 10
4. write any number from 0 to 10
5. write the numbers 0 through 10 in order
6. identify a circle, square, triangle and rectangle
7. draw a circle, square, triangle and rectangle
8. complete a pattern of colors
CX 9. identify a penny and a nickel
10. identify first, middle and last
11. identify left and right

MATHEMATICS

First Grade

1. count and write numerals to 100
2. match the number of objects in a set with the appropriate numeral from 0-10
3. sequence numbers with decades up to 100
4. recall addition and subtraction facts to 10
5. tell tallest from shortest or longest from shortest
6. tell largest from smallest

X 7. tell time to the nearest hour and half hour

8. measure to the nearest centimeter or inch

CX 9. count a group of pennies and nickels

CX 10. match a nickel with five pennies, a dime with ten pennies

CX 11. identify dime, quarter, half dollar and dollar

MATHEMATICS

Second Grade

	1.	count by two's five's and ten's
	2.	read and write numerals to 999
	3.	recall addition and subtraction facts to 18
	4.	add two numbers less that 100 with and without regrouping
	5.	subtract with two numbers less than 100 without regrouping
	6.	add or subtract with two numbers less than 1000 without regrouping
X	7.	tell time to the nearest quarter hour
X	8.	read a calendar
CX	9.	count a group of pennies, nickels, and dimes
	10.	identify one-half and one-fourth of a region
CL	11.	solve a problem involving story telling

MATHEMATICS

Third Grade

1. read and write numerals to 9,999
2. count by two's, five's and ten's
3. perform column addition with one regrouping, using up to three digit numerals
4. subtract, regrouping once, with two or three digit numerals
5. recall multiplication facts to 5X9
6. multiply a three digit numeral by a one digit numeral with two regroupings
7. read and write time to the nearest minute

X 8. count coins to $1.00

9. compare two numbers using $>$, $<$ and $=$
10. measure using centimeters and meters
11. measure length to $\frac{1}{4}$ and $\frac{1}{2}$ inch
12. read a thermometer
13. identify halves, thirds, fourths, fifths

C 14. solve a one step word problem

MATHEMATICS

Fourth Grade

1. read and write numerals to 99,999
2. identify place value of any digit in a four digit numeral
3. add or subtract with two whole numbers less that 1000
4. recall multiplication and division facts to 9X9
5. multiply a three digit whole number by a one digit whole number
6. divide a two digit whole number by a one digit whole number
7. recognize fractions to twelfths
8. solve a word problem involving one operation

C 9. identify data presented in a bar graph

10. identify the appropriate unit to measure a given object or distance

X 11. calculate the amount of change due when making a purchase

12. determine the length of the perimeter of a triangle, square, or rectangle

C 13. list the practical applications of math skills

C 14. discuss how calculators and computers are used

MATHEMATICS

Fifth Grade

1. read and write five, six and seven digit whole numbers and identify the place value of any digit in the number
2. round numbers less than 1000 to the nearest hundred or ten

X 3. perform any addition or subtraction operation

4. multiply a two digit whole number by a two digit
5. divide a three or four digit whole number by a one digit whole number
6. divide a three digit whole number by a two digit whole number
7. add or subtract with fractions or mixed numerals
8. identify fractions equivalent to 1 and equivalent fractions
9. rename mixed numbers as improper fractions and vice-versa
10. multiply a fraction times a fraction, and a whole number times a fraction

C 11. identify data presented in a line graph

12. solve a one step word problem involving addition, subtraction, multiplication, and division
13. use a formula to find the area of a rectangle or square
14. match equivalent measure in standard units of length, weight, and volume

C 15. describe occupations that require math skills

MATHEMATICS

Grade Six

	1.	round any number to the nearest ten, hundred or thousand
X	2.	perform any multiplication or division operation
	3.	add and subtract with fractions and mixed numerals, no regrouping
	4.	read and write decimal numbers to thousandths
	5.	add and subtract decimal number
	6.	multiply a decimal numbers
	7.	divide a decimal number by a whole number
	8.	express fractions as percentages
C	9.	read and explain a circle graph
	10.	use a formula to find the volume of a rectangular area
	11.	identify parallel and perpendicular lines, and identify a right angle
	12.	understand metric length, weight, and volume measure
CX	13.	solve one step word problems using addition, subtraction, multiplication, and division
CL	14.	use math skills for a planning, design, or building project
CL	15.	discuss the life of a great mathematician

MUSIC AND RHYTHMIC EXPRESSION

Kindergarten

1. sing in a group
2. play basic rhythm instruments
3. discriminate between high and low notes
4. discriminate between a fast and slow song
5. clap simple rhythm patterns
6. memorize a simple song
7. move to a rhythm
8. participate in action songs and rhythm games

MUSIC AND RHYTHMIC EXPRESSION

First Grade

1. recognize and move to different rhythmic patterns
L 2. sing unaccompanied
3. listen to and repeat a song
4. match tones
5. move backward or forward, fast or slow, to drum accompaniment
I 6. memorize a song in Iñupiaq and one in English
L 7. participate in singing games, action songs, rhythmic play
8. use rhythm instruments to accompany singing

MUSIC AND RHYTHMIC EXPRESSION

Second Grade

1. move to music
I 2. memorize a simple traditional dance
3. sing simple songs accompanied and unaccompanied
4. recognize intervals out of song context
5. clap rhythm patterns singly and in combination
IX 6. sing seasonal, traditional or national songs with a group
7. recognize songs by their rhythms
8. use simple music terminology

MUSIC AND RHYTHMIC EXPRESSION

Third Grade

L 1. sing a variety of songs unaccompanied
2. sing simple songs with rounds or parts in a group
3. recognize and name specific rhythm patterns
4. recognize and name simple music notation
IX 5. sing a song in both English and Iñupiaq translation
LI 6. perform a traditional dance
7. sing intervals by numbers and syllables
8. identify and sing a scale
9. recognize various music symbols
10. recognize and name musical instruments by sight and sound

MUSIC AND RHYTHMIC EXPRESSION

Fourth Grade

1. listen to music and describe the voices and instruments
2. sing simple 2 and 3 part songs
3. use instruments to accompany group singing and dancing
4. recognize form in music

L 5. play a simple tune on the song flute, tonette, or recorder

6. use basic vocal and choral techniques - breathing, phrasing, enunciation and good tone quality

X 7. discuss the importance of music and dance to culture

MUSIC AND RHYTHMIC EXPRESSION

Fifth Grade

LI 1. perform a personal repertoire of both English and Inupiaq songs

L 2. compose a simple song

L 3. experiment with different dance forms

4. practice popular dancing

X 5. identify different types of music and trace their history

6. select listening music for personal pleasure

MUSIC AND RHYTHMIC EXPRESSION

Sixth Grade

1. practice singing in unison

C 2. identify the different roles people play in a stage production

C 3. name and describe careers in music and dance

L 4. plan and perform a simple staged production

L 5. select an enjoyable aspect of music or dance and improve personal skills

6. recognize musical styles unique to America

X 7. listen to and describe special qualities of the music of another country

PHYSICAL EDUCATION

Kindergarten

1. walk, run, hop, jump, skip, balance, slide, twist and bend
2. perform simple balance stunts
3. catch large objects with two hands
4. throw small objects
5. follow moving objects with eyes
6. kick an 8" ball with dominant foot
7. play simple games
8. perform daily exercises

L 9. try new physical activities

PHYSICAL EDUCATION

First Grade

1. develop and maintain strength and fitness through flexibility-arm and shoulder girdle, abdominal and leg agility, trunk twisting and bending
2. walk/run 500 yards without stopping
3. run 30 yards in 7 seconds
4. do forward and backward rolls to a standing position
5. throw, catch, bounce and roll an 8" ball at distances up to 10 feet (accurately: about ½ the time)
6. kick a stationary 8" ball 10 feet; a rolling ball 4 out of 5 times
7. jump a rope 5 times in succession
8. hop on each foot 5 times; walk on a balance beam (or equivalent); jump and land from a height of 3 feet; start and stop on signal; dodge moving objects; and change directions while walking or running
9. walk, run, hop, jump, skip, gallop and slide with good form and rhythm
10. listen to and follow directions

CL 11. exhibit self control and cooperation

12. explain the rules of at least 3 simple games

PHYSICAL EDUCATION

Second Grade

1. develop and maintain strength and fitness
2. walk/run 600 yards without stopping and do 15 squat thrusts
3. run 30 yards in 6 seconds
4. throw an 8" ball at least 3 feet above, reach, and catch it
5. throw softball or beanbag, accurately, overhand, at a target 15 feet away
7. catch an 8" ball thrown from 30 feet away 2 out of 3 times
8. dribble a ball with right and left hand
9. kick a moving ball 3 out of 5 times while running
10. jump a rope 10 times in succession
11. walk, run, hop, jump, skip, gallop, slide and bounce a ball in 4/4 time
12. change direction while walking or skipping in a circle
13. walk a 12-foot balance beam (or equivalent), turn and return
14. change direction and dodge while running and skipping

LX 15. show respect for feelings and safety of others

16. demonstrate proper care and handling of equipment used

I 17. know the rules for an increasing number of simple games including at least 2 traditional Iñupiaq games

PHYSICAL EDUCATION

Third Grade

1. develop and maintain strength and fitness
2. walk/run 600 yards in 3 minutes 45 seconds
3. do 20 squat thrusts
4. run 30 yards in 5.5 seconds
5. throw, catch, field and bat as in softball or norwegian
6. demonstrate a chest, baseball and bounce pass
7. catch above and below the waist
8. dribble while standing and moving
9. volley a ball 5 times in succession against a wall
10. hit a fixed target 15 feet away or a moving target 10 feet away with an 8" ball approximately 1 out of 3 times
11. catch an 8" ball from 15 feet away approximately 50% of the time
12. roll a ball 15 feet down a lane 6 feet wide
13. combine locomotor activities rhythmically as in simple folk dance patterns
14. demonstrate balance and agility as used in hopscotch and tag games

L 15. develop leadership in planning and completing group activities

LX 16. accept responsibility

I 17. recognize and name the games of the Native Youth Olympics

PHYSICAL EDUCATION

Fourth Grade

1. develop and maintain strength and fitness
2. explain the purpose of fitness activities
3. walk/run 600 yards in 3 minutes
4. run 50 yards in 10 seconds
5. improve throwing, catching, fielding and batting skills as in softball or norwegian
6. know simple softball rules and organization
7. perform basketball passes: underhand, one-hand, two-hand and one-hand push
8. improve dribbling skills with both hands
9. catch ball thrown from 15 feet away at least 50% of time
10. perform volleyball underhand serve and simple returns
11. know simple volleyball rules and violations
12. demonstrate soccer instep kick, inside of foot kick, toe and foot traps
13. roll a ball 25 feet down a lane 6 feet wide and knock down objects in two tries
14. jump a rope turned by self 10 times in succession
15. perform simple stunts on balance beam (or equivalent) and dodge a ball thrown from 15 feet (accurately: at least ½ the time)
16. accept decisions of leaders, umpires, or officials without hostility

LX 17. show courtesy and tolerance in game and group situations

I 18. perform in a variety of stunts and games including at least three of the Native Youth Olympic games

PHYSICAL EDUCATION

Fifth Grade

C 1. describe the importance of developing and maintaining strength and fitness throughout life

C 2. name 3 occupations in the community which require a high level of physical fitness

3. increase speed and endurance in 600-yard walk/run, squat thrust repititious

4. recognize the importance of speed and endurance in a variety of individual and team sports

5. develop softball sidearm throw, increasing throwing distance and control

6. improve catching, fielding and batting skills from different positions

7. perform all passes to moving target 20 feet away

8. catch ball at low and high levels while moving

9. improve accuracy of all basketball shots

10. improve dribbling pivoting, guarding and feinting skills

11. identify held ball and personal fouls

12. jump a rope 15 times in succession

13. demonstrate volleyball overhand and forearm passes

14. know basic volleyball rules

15. demonstrate soccer heel and outside of foot kicks, dribbling, body trap and passing

X 16. explain courtesy rules for both participants and observers at different kinds of sports events

L 17. organize and play games with a minimum of adult supervision

I 18. perform and demonstrate for others at least 3 traditional Inupiaq games and/or 1 traditional Inupiaq dance

PHYSICAL EDUCATION

Sixth Grade

1. name and perform variety of exercises and activities through which fitness of the entire body may be developed and maintained

C 2. identify aspects of many occupations which require a high level of physical fitness

3. increase speed and endurance in 600-yard walk/run, squat thrust repetition and 50-yard dash

C 4. identify life situations in which speed and endurance are important factors

5. refine softball throwing, catching, fielding and batting skills

6. know the rules and strategies of softball, volleyball, basketball and soccer

7. perform two-hand overhead and long basketball passes

8. perform one-hand jump shot

9. demonstrate parallel and stride steps

10. demonstrate soccer kickoff and goal kicking skills, punting, volleying and heading

11. participate in a variety of individual and team sports

LX 12. demonstate cooperation, good sportsmanship, and self-control

I 13. demonstrate at least 10 traditional Inupiaq games, dances, or Native Youth Olympic games

L 14. organize and play games without adult supervision

PART II

PROGRAM OBJECTIVES

Junior High

The junior high school curriculum encompasses grades seven and eight. It is designed to prepare students for the variety and choices of the high school programs while reinforcing and refining basic skills in all eleven subjects.

The core of the junior high curriculum consists of:

Communications: English Language Arts
Communications: Reading
Communications: Inupiaq Language Arts
Arts and Creative Expression
Citizenship and Social Studies
Safety, Health and Nutrition
Science
Mathematics
Music and Rhythmic Expression
Physical Education
Vocations

ENGLISH READING

Seventh Grade

1. identify sentences in which comparative or superlative form of an adjective or adverb is used correctly
2. identify conclusions based upon a written selection
3. identify cause-and-effect relationships in written selections
4. use a pronounciation key
5. use a diagram to locate information
6. use correct pitch, stress, and juncture when reading aloud

X 7. read texts, short stories, magazines, and reference materials

ENGLISH READING

Eighth Grade

1. proofread written material
X 2. recognize use of dialect in written work
X 3. read and interpret slang expressions
4. identify personification in a story
5. read and interpret author's opinion
6. read a novel and identify mood, setting and theme
7. use bibliography page to locate information
8. identify main topic, subtopics or detail in an outline
9. identify proper phrase of a paragraph
10. read novels, poetry and research findings

ENGLISH LANGUAGE ARTS

Seventh Grade

1. use a dictionary and spell independently
2. write sentences beginning with prepositional phrases, interjections and participles
3. use colon in salutation of business letter

X 4. select and use language appropiate for different occasions

5. omit double negatives in sentences

CL 6. discuss causes and effects

L 7. write a creative story and tell it to a group

X 8. write a formal invitiation

L 9. dramatize emotions

10. write a limerick
11. describe and compare different styles of writing

ENGLISH LANGUAGE ARTS

Eighth Grade

1. use semi-colon, colon, dash, and hyphen
2. discuss personification in fiction
3. use reference materials to locate an opinion
4. prepare a bibliography
5. prepare a four point outline
6. use an almanac, atlas and thesaurus

X 7. take notes on a formal lecture or speech

8. paraphrase a report

CLX 9. debate a topic using logic

I 10. interpret the meaning of epic tales and traditional Inupiaq stories

I: INUPIAQ LANGAUGE ARTS

Seventh Grade

I: INUPIAQ LANGUAGE ARTS

Eighth Grade

ARTS AND CREATIVE EXPRESSIONS

General Art (7-8)

1. apply specific criteria in judging and discussing a work of art
2. select,plan and complete an art project
3. discuss or illustrate the different lines, rhythms, colors, values, textures, shapes and balance in art

X 4. recognize and demonstrate art techniques of different cultures

L 5. organize an art show of student work with a short tape recorded lecture or tour

C 6. describe art movements and major artists as they relate to the study of Alaskan,American and World History

C 7. name and describe careers for artists

L 8. produce a film or light show with sound effects

LI 9. create original two and three dimensional works of art which reflect personal and cultural experience

10. demonstrate the uses and proper care of art supplies and equipment

CITIZENSHIP AND SOCIAL STUDIES

World History, Geography and Cultures (7)

1. use map skills
2. define: prehistory, history, civilization, culture, religion, government
3. describe how information about prehistory is discovered
4. name and discuss important prehistorical inventions
5. find the locations of early civilizations on the globe

X 6. describe the main characteristics of several early civilizations

X 7. describe the origins and main beliefs of four major world religions

X 8. discuss different types of governments and their historical origins

CX 9. describe the economic development that accompanies industrial revolution and how it changes living patterns throughout the world

X 10. give examples of cultural interaction: historical and modern, local and world-wide

I 11. trace the prehistory and history of the village

IX 12. describe village government and how it has changed over the years

CITIZENSHIP AND SOCIAL STUDIES

U.S. History, Geography & Government (8)

	1.	define: country, state, democracy, leader
CL	2.	name and describe the major features of the U.S. Constitution, and the personal freedoms protected by it
	3.	describe how the U.S. Constitution meets new and unique needs
	4.	identify the 3 branches of government and their duties
	5.	describe the organization of our government from the grass roots to the federal government
X	6.	identify Native American groups by region and culture
X	7.	discuss the interaction of Native and Colonial people in America
	8.	identify the main events in the expansion of America from the 13 original states to the present 50
CL	9.	discuss the life of a great American leader
LX	10.	discuss the importance of minority groups in a majority rule government
IX	11.	identify the major provisions of the Alaska Native Claims Settlement Act and describe the conditions of U.S. citizenship for various Native American groups
	12.	interpret political and topographical maps; use a map key; and find locations within the United States

SAFETY, HEALTH AND NUTRITION

Arctic Survival and Safety, I (7)

1. use a topographical map for local travel
2. understand basic mechanical principals of snowmachines and outboard boat motors

I 3. describe and understand local game habitat and ecology

4. complete the State of Alaska/NRA gun safety course
5. know the principles of boating and snowmachine safety

CI 6. recognize and identify local subsistence foods and their uses

I 7. establish and use a summer camp (select site, construct shelter, cook)

I 8. describe the range and habits of local game and fur bearing animals

9. identify personal health and safety hazards in the field

I 10. describe basic dress and equipment requirements for travel in different seasons

SAFETY, HEALTH AND NUTRITION

Arctic Survival and Safety II (8)

1. use map and compass skills to identify landforms of the region
L 2. troubleshoot snow machine and boat motors in emergency situations
3. relate hunting and trapping game laws to ethics
L 4. complete the NRA basic marksmanship course and perform simple gun maintenance
5. operate snow machines and boats in a safe and competent manner
I 6. dress game, prepare and preserve subsistence foods and obtain emergency food
I 7. establish and use a winter camp (select site, build a fire, construct emergency shelter)
LI 8. hunt and trap arctic animals using appropriate firearms and equipment

SAFETY, HEALTH AND NUTRITION

Basic First Aid (7-8)

L 1. know and practice basic first aid for all types of injuries and sudden illnesses

2. identify life threatening situations

L 3. know and practice proper responses in emergency situations

X 4. cite rules for safety and accident prevention in everyday life: especially regarding boat and snow machine safety, cold weather safety and gun safety

X 5. identify fire hazards and methods of fire prevention, and explain what to do in case of fire

I 6. identify and describe traditional methods of first aid and traditional survival techniques

7. pass the Red Cross Basic First Aid Test

C 8. identify occupations related to health, safety and emergency services, and describe how first aid can be useful in everyday life

SCIENCE

General Physical Science (7)

LX	1.	design and carry out experiments, including forming hypotheses, recording data, and arriving at conclusions
	2.	use the metric measures for length, mass, volume, temperature and force
	3.	understand and use the basic concepts of force and motion, how they interrelate, and how they are measured
	4.	measure heat and temperature, differentiate between the two, and describe each using the particle model
	5.	describe elementary particles (atoms and molecules), and how they determine the properties of matter
	6.	identify the major forms of energy (heat, chemical, electrical, motion, potential, and nuclear), explain how each is produced and used, and give examples of each
L	7.	use simple machines to illustrate the function of more complex machines (both modern and traditional)
	8.	explain how a battery works and wire simple electric circuits (both series and parrallel)
	9.	define uplift and weathering and be able to identify features associated with these forces
I	10.	explain the formation of several geographic features in Northwest Alaska
C	11.	describe the mining, refining, and uses of petrochemicals

SCIENCE

General Life Science (8)

1. define: experiment, variable, interaction, evidence, system, characteristic, property, heredity

LX 2. ask and answer questions independently using scientific study

3. describe the structure and function of the human body's systems, major organs, and defense against desease or injury

IX 4. relate a brief history of medical science in the Eskimo and European cultures

I 5. carry out a study of an important local animal or plant species (such as salmon, fur seal, or lichens) including traditional uses and beliefs

6. raise a plant and investigate its requirements for life

7. identify and give examples of the major plant & animal classifications

8. differentiate between aquired and inherited traits

X 9. describe interactions and interrelationships within a living community (including human influence)

C 10. name and describe science-related careers

MATHEMATICS

Seventh Grade

X 1. compute with whole numbers

2. solve word problems involving two steps

3. use cross multiplications to solve a proportion

4. round a decimal to the nearest tenth, hundredth, thousandth

5. convert a fraction or mixed numeral to a decimal and vice-versa

6. compute with decimals

7. add and subtract with fractions and mixed numerals with no regrouping, simplifying answers

8. multiply and divide with fractions or mixed numbers using slant bars or cancelling before multifplying and simplifying answers

9. compare a fraction to a fraction and a decimal to a decimal

10. understand metric linear measure and convert from one unit to another

11. use a protractor to draw or measure an angle

12. identify whether two line segments, angles or figures are congruent

13. identify solid and linear figures

14. use a formula to compute perimeter and area of a polygon

C 15. read and explain graphs

16. calculate a percentage amount of a given number

MATHEMATICS

Eighth Grade

1. add and subtract fractions and mixed numerals with regrouping, showing answer in simplest form
2. multiply and divide with fractions and mixed numerals, showing answers in simplest form
3. graph a set of data
4. find the volume and surface area of a rectangular prism
5. identify complementary, supplementary, or vertical angles
6. verify that the sum of the measures of the angles of a triangle is 180°
7. construct an angle bisector, a perpendicular bisector, and an angle using a compass and straight edge
8. add, subtract, multiply, and divide integers under 10
9. use a formula to solve for an unknown
10. write decimals as percents and percents as decimals
11. recognize exponents
12. understand metric volume and metric weight

CX 13. solve word problems involving percent, interest, and taxes, setting up equation to solve them

MUSIC AND RHYTHMIC EXPRESSION

General Music/Music Appreciation (7-8)

1. recognize basic music notation: key signatures, time signatures, note values
2. listen to Early Music, Baroque, Romantic, and Impressionist music and give examples from each period

CX 3. describe the life of one composer from each period
listen to at least one composition by each composer

Early	Baroque	Romantic	Impressionism
Palestrina	Handel	Tschaikowsky	Debussey
Vivaldi	Haydn	Mendellsohn	Faure
Johann Bach	Mozart	Rinsky-Korsakov	Poulenc
Scarlatti	Bach's Children	Schubert	
		Liszt	

4. sing for interest and enjoyment from songsheets

X 5. listen to African music, American Blues, American Jazz, Broadway Music and Rock and Roll, and give an example of each

L 6. prepare a program of songs

L 7. stage a musical production

MUSIC AND RHYTHMIC EXPRESSION

Chorus (7-8)

L 1. sing a variety of types of choral music

L 2. recognize and distinguish between good and bad choral arrangements and choral music

3. explain why pop songs sound so good on the radio and records but rarely in choral arrangements

4. sing in harmony with the chorus

5. use a broad music vocabulary

6. sight-read music

L 7. prepare and present a program of choral music for the school and community

8. sing along with records and the radio for the pure enjoyment of singing

9. sing in an ensemble

X 10. recognize and sing songs of all styles from all periods of music history

MUSIC AND RHYTHMIC EXPRESSION

Beginning Band (7-8)

1. care for musical instruments properly
2. use proper posture for playing instruments
3. use correct embouchure for playing each instrument
4. recognize and follow a band leader's directions

L 5. play alone and in ensembles

6. listen to own and other instruments while playing in an ensemble
7. read rhythmic and melodic notation
8. recognize scales, key signatures, and time signatures and play them properly
9. play simple band arrangements, pop songs, and hymns

L 10. prepare and present a concert for other students and the community

PHYSICAL EDUCATION

General Physical Education (7)

1. perform at least 2 flexibility exercises for each major muscle group
2. explain the reasons for and practice proper warm-up before physical activity
3. maintain body weight within recommended limits
4. serve as team captain in selected games
5. demonstrate the basic movements of Eskimo dancing
6. travese 400 meters using snowshoes
7. volley a raquet ball or tennis ball against a wall using forehand, backhand and overhead techniques
8. perform 5 simple tumbling stunts
9. identify equipment needed for volleyball, basketball, badminton, hockey
10. perform each of the events in the AAHPER Fitness Test

PHYSICAL EDUCATION

General Physical Education (8)

1. name and perform at least 3 flexibility exercises for each major muscle group
2. name and perform at least 2 strength exercises for each major muscle group
3. perform each of the events required in the AAHPER Fitness Test

X 4. demonstrate the basic movements of several folk dances of other cultures

5. play and discuss the rules of two team sports
6. play and discuss the rules of two individual sports

C 7. describe the training required for a selected sport

8. describe common athletic injuries and their treatments

L 9. explain the structure of organized High School athletics in Alaska and the basic rules of eligibility

L 10. organize and officiate a game between two teams

VOCATIONS

C: Career Development (7-8)

1. define "career"
2. realizes the importance of knowing ones skills & interests before choosing an occupation
3. name a "career clusters" and accompanying categories of jobs
4. explain the value, importance and dignity of work
5. explain how a job affects personal happiness and life style
6. explain how personal needs and skills change
7. describe how education and jobs are related
8. know where or how to get the skills and training needed for a specific job
9. distinguish between professional, skilled, and semi-skilled occupations

L 10. separate the essential elements of a job and assess its suitability to personal skills and interests

VOCATIONS

C: General Home Economics I (7-8)

	1.	appreciate the importance of the individual & understand himself or herself
I	2.	understand the roles of family members
LX	3.	discuss and resolve common personal problems
	4.	describe the needs of young children
L	5.	care for small children while babysitting
	6.	explain the fundamentals of good nutrition
	7.	select, use and care for kitchen utensils and equipment
L	8.	plan, prepare and serve simple meals
	9.	judge the quality of foods and purchase foods
	10.	name occupations related to child care and food production service

VOCATIONS

C: General Home Economics II (7-8)

1. discuss what makes people attractive to each other
2. select clothing and grooming techiques to meet personal needs
3. remodel and repair clothing
4. care for clothing
5. demonstrate techniques of functional and decorative sewing
6. operate a sewing machine

L 7. construct a simple garment using hand and machine sewing techniques

8. use a commercial sewing pattern
9. describe the manufacture, properties, and functions of basic textiles used in the home
10. name occupations related to the textile industry and related consumer affairs

VOCATIONS

C: General Shop I (7-8)

1. use basic mechanical drawing methods
2. add, subtract, multiply and divide measurements broken into eighths, forths and halves
3. identify and use basic hand tools safely and correctly
4. cite the rules of general shop safety
5. describe the requirements and training for woodworking jobs in the region
6. identify and use basic metal fasteners, glues and adhesives
7. identify and use basic wood joints

L 8. complete assigned and self-chosen wood projects

9. understand and use basic finishing techniques

X 10. prepare a simple bill of materials

VOCATIONS

General Shop II (7-8)

	1.	make accurately dimensioned drawings of planned projects
	2.	identify, use and maintain all hand and basic power woodworking tools safely
	3.	describe how timber is processed into lumber and plywood
	4.	prepare a complete proposed and finished bill of materials for a shop project
	5.	consistently follow the rules of general shop safety
X	6.	name and describe industrial careers outside of the region
X	7.	order supplies, materials and tools from a catalog
L	8.	draw a dimensioned floor plan for a house
L	9.	build a model house
I	10.	demonstrate some of the basic sled building skills

PART II

PROGRAM OBJECTIVES

High School

High school programs in all eleven subjects are designed to refine students basic skills, develop occupational choices and skills, promote independence and decision making, and introduce abiding personal interests.

To meet the District graduation requirements and receive a diploma, a student must complete courses in the following:

4	English Language Arts
1	Oral Communications
1	Eskimo Studies or Inupiaq Language Arts
½	Alaska Studies
1	United States Studies
1	Consumer Education
2	Mathematics
2	Science
1	Health Education
2	Physical Education
5½	Electives
21	Credits required

All schools in the Northwest Arctic School District will not offer all of the courses described in these curriculum guidelines. And some schools may combine the objectives in different courses under single interdisciplinary programs. All schools will, however, offer a core curriculum covering the graduation requirements. Every effort will be made to provide a full curriculum for each individual student through instructional alternatives at local schools or through regional and statewide programs.

The objectives for each course listed in these curriculum guidelines are the major skills and concepts a student is expected to learn in that course. Extending objectives are expected for each student, depending on individual interests and skills.

ENGLISH READING

Reading Skills (9)

X 1. recognize propaganda techniques in written form

C 2. define vocabulary words used in a specific occupation

X 3. assess the validity of written material on the basis of author's background, publication date and statements of other authors

4. read and describe the difference between informational articles, biography and autobiography

5. locate topic entries or entries referred to by a cross-reference

6. identify the meaning of obscure suffixed and prefixed words

7. use context clues to identify homonyms and homographs

L 8. support own ideas using written and reference material

9. use Reader's Guide to Periodicals

X 10. read a selection written in dialect

ENGLISH LANGUAGE ARTS

English (9)

X	1.	write effective sentences (declarative, interrogative, imperative, exclamatory), using correct capitalization and punctuation
L	2.	write a well developed paragraph
	3.	use the library to locate books and periodicals on a topic
	4.	write a short report
	5.	read selected short stories and discuss plot, setting, character, and theme
	6.	read and discuss selected poems
X	7.	recognize and discuss cultural attitudes and values in literature
	8.	summarize, paraphrase, and state the main idea of short reading passages
X	9.	acquire new vocabulary
I	10.	explain the role of the Elders Conference in developing the literature of the region

ENGLISH LANGUAGE ARTS

Creative Writing (9-12)

X	1.	recognize figures of speech (simile, metaphor, personification, alliteration, onomatopoeia) in prose and poetry
L	2.	use original figures of speech in writing short prose passages
	3.	recognize cliches and write alternative expressions for them
	4.	analyze selected poems
	5.	recognize different forms of poetry (free verse, haiku, sonnet, ballad, etc.)
L	6.	write poems of three different forms
	7.	analyze the elements of a given short story (character, setting, plot, theme)
	8.	identify the conflict, climax, and outcome of the plot
	9.	recognize writers' devices such as inference, foreshadow, flashback
L	10.	write a short story

ENGLISH LANGUAGE ARTS

Library/Research Skills (9-12)

1. describe the book-lending system and personal responsibilities when using the library facilities
2. use the Dewey Decimal Classification System to locate books
3. use the card catalogue to find books in the library
4. name the parts of a book and the information they contain
5. identify types of information that can be found in a dictionary
6. find specific information using an encyclopedia
7. locate magazine articles using the Readers Guide to Periodical Literature

L 8. use fundamental research techniques to prepare a report on a selected topic

C 9. utilize basic reference books and resources to find information for research projects

10. use and care for basic audio-visual equipment and audio-visual resources

ENGLISH LANGUAGE ARTS

Composition (10-12)

C	1.	write business and job application letters
CI	2.	write a one-page autobiographical statement
L	3.	write a well-developed expository composition (approx. 500 words)
	4.	write a book report
I	5.	explain the major linguistic differences between Inupiaq and English
	6.	substantiate research on a chosen topic using note cards
	7.	prepare an outline of a chosen topic
	8.	prepare a bibliography on a chosen topic
LX	9.	write a research paper in correct form, including foot notes
X	10.	explain and use skills in taking different types of tests (multiple choice, analogy, essay, etc.)

ENGLISH LANGUAGE ARTS

Journalism (10-12)

L 1. work with others to produce a regularly scheduled newspaper

2. conduct an interview which will gather appropriate, adequate information

3. practice the basic principles of news writing (i.e. leads, short paragraphs, inverted pyramid, attributing remarks)

4. practice honest and objective reporting

C 5. work toward and meet deadlines

6. lay out a basic 3-column newspaper page

7. write creative and interesting headlines

C 8. describe potential journalism occupations in Northwest Alaska

9. explain the importance of a newspaper in maintaining community awareness

ENGLISH LANGUAGE ARTS

Oral Communications (11-12)

X	1.	select and use styles of communication appropriate to different situations
X	2.	recognize and interpret nonverbal communication cues as they vary in different cultures
L	3.	solve problems through group discussion
	4.	analyze roles of group members in problem-solving
L	5.	use parliamentary procedure in conducting a meeting
L	6.	speak persuasively on a chosen topic
	7.	present an oral interpretation of a poetry selection
	8.	present an oral interpretation of a prose selection
	9.	read a full-length play
L	10.	participate in the presentation of a dramatic scene or one act play for an audience

ENGLISH LANGUAGE ARTS

Upward Bound (12)

X 1. locate and use reference materials including:

- thesaurus
- dictionary
- telephone directory
- library reference books
- library card catalog
- graphs and charts
- schedules and time tables

2. interpret and follow written directions

3. take notes on a lecture or from a book

4. organize information into an outline

X 5. explain ways to maximize performance on tests

L 6. write a research paper

IX 7. identify and explain personal values and values conflicts in social situations

X 8. explain how to find and maintain housing away from home

X 9. practice cross-cultural etiquette

C 10. explain the fundamentals of personal budgeting and money management

C 11. describe career opportunities and analyse jobs based on personal and financial aspects

CX 12. identify recreation and leisure activities available in the city and in the village

X 13. identify sources of assistance for:

- remedial school work
- finding a job
- financial assistance
- personal problems
- health care

INUPIAQ LANGUAGE ARTS

I: Inupiaq I

INUPIAQ LANGUAGE ARTS

I: Inupiaq II (10-12)

INUPIAQ LANGUAGE ARTS

I: Inupiaq III (11-12)

INUPIAQ LANGUAGE ARTS

I: Oral Communications (11-12)

INUPIAQ LANGUAGE ARTS

I: Inupiat Literature (11-12)

ARTS AND CREATIVE EXPRESSION

Drawing and Painting (9-12)

1. recognize the importance of "seeing" and its relationship to drawing
2. depict spatial relationships with shading and the use of artistic perspective
3. recognize and use charcoal, pastels, oil pastels, hard and soft pencils and other dry media
4. recognize and use pen and ink, watercolor, acrylic paint, oil paint and other wet media
5. keep a sketchbook
6. use the elements of design in the formation of good composition (line, shape, form, space, color)
7. use the principles of design in the formation of good composition (harmony, balance, repetition, center of interest)

I 8. use drawing skills and the principals and elements of design to examine and describe the artistic heritage of Northwestern Alaska

L 9. design a good composition

ARTS AND CREATIVE EXPRESSION

Arts and Crafts (9-12)

X 1. see design in our environment and identify what makes things work

I 2. describe the traditional techniques and materials used in weaving baskets and making carvings in the region

3. identify and care for the tools, supplies and equipment used in arts and crafts

L 4. design and make a basket

L 5. make a carving in ivory, jade or other locally available stone

6. master basic craft techniques such as these used in:

batik and tie-dye
needlepoint and embroidery
stained and etched glass
weaving
punch or rya rug-making
macrame
paper mache
enameling on copper
beadwork
woodburning or woodcarving

ARTS AND CREATIVE EXPRESSION

Sculpture & Pottery (10-12)

	1.	use the wedging procedure properly
	2.	demonstrate the pinch method of pot construction
	3.	demonstrate the coil method of pot construction
	4.	deomonstrate the slab method of pot construction
L	5.	throw a pot on the wheel, perfect the cylinder, and proceed to more complex forms
	6.	use methods of pot construction in sculpture
	7.	select methods of surface decoration: glazes, engobes, etc.
	8.	select methods of firing; salt, raku, reduction, oxidation, etc.
I	9.	design a sculpture based on traditional forms
L	10.	make a clay bust of a person

ARTS AND CREATIVE EXPRESSION

CI: Native Arts I (9-12)

1. know the traditional art forms of the community
2. reconstruct a functional or utilitarian native art object
3. make a bow drill or other carving tool
4. carve, sand and polish soapstone
5. make sinew thread
6. cut and scrape skins to make a doll or yo-yo
7. prepare skins and decorate with ink designs
8. dance an Eskimo dance
9. identify clothes, headgear, footware, jewelry or badges worn by Eskimos in different villages

X 10. compare traditional Eskimo art to the art of other cultures

ARTS AND CREATIVE EXPRESSION

CI: Native Arts II (10-12)

1. know the traditional art forms of Eskimo communities
2. design a utilitarian native art object, using traditional materials
3. assemble a tool box and make a selection of traditional carving tools
4. carve, sand, and polish bone, ivory or jade
5. make sewing thread from baleen and willows
6. cut, scrape and tan skins to make muk-luks or parka

L 7. select a technique or skill and work to improve it

8. describe the employment opportunities for native artists

X 9. compare the values and beliefs of native artists to non-native artists

10. participate in a cooperative native arts industry

ARTS AND CREATIVE EXPRESSION

Photography (11-12)

1. identify the basic parts of an adjustable camera and their function
2. be independent of the light meter: determine correct exposure based on lighting conditions and type of film
3. reload film cassettes from a bulk loader
4. name the basic steps in film developing and the differences between various types of film developers
5. select film appropriate for different shooting situations
6. mix the chemicals for film and paper development
7. use an enlarger
8. make a test strip for paper developing

L 9. compose a photograph and practice critical judgement

CITIZENSHIP AND SOCIAL STUDIES

U.S. History and Government (9-12)

	1.	discuss major events in chronological order
	2.	identify causes and effects of major conflicts and wars in which the U.S. has been involved, and explain why the U.S. got involved
	3.	describe the main characteristics of life during each period of U.S. history
	4.	identify significant events in the growth of the United States, from colonization to the present
	5.	understand the purpose and tenets of the U.S. Constitution
C	6.	know the provisions of the Bill of Rights
L	7.	project the consequences of a second Constitutional Convention
	8.	identify the functions of the three branches of government
	9.	identify major political parties and their differences
	10.	explain the role of the free enterprise economic system in the growth of the United States
IX	11.	identify contributions of Black, Hispanic, Asian, Native, recent immigrant, and other minority groups in U.S. history
I	12.	describe how U.S. policy regarding Native American groups has changed, from colonization to present
L	13.	explain how political leaders are chosen through the electoral system
L	14.	describe the life and contributions of a great American leader
	15.	explain the role of the U.S. in international relations
	16.	identify major changes in American diplomacy from nationhood to present
CL	17.	register, read a ballot, examine the issues and vote

CITIZENSHIP AND SOCIAL STUDIES

World Geography (9-10)

1. differeniate between weather and climate
2. identify and use different types of maps and globes: construct a map of a known area

X 3. explain relationship between economic development and standard of living

4. describe how topography effects social and economic areas

X 5. explain how political boundaries are determined and their relationship to cultural boundaries

6. identify natural resources in various geographic areas

X 7. identify the major cultural regions of the world

8. make and understand graphs and charts

X 9. investigate the topography, geography, economy, climate, and life style of a chosen country or state

IX 10. compare physical and cultural geography of NANA region with that of other areas

CITIZENSHIP AND SOCIAL STUDIES

I: Eskimo Studies (10-12)

X	1.	compare Inupiat prehistorical and historical development with that of other circumpolar Inuit
	2.	collect information on social and cultural change by means of interviews with older area residents, photographs, maps, and existing records
X	3.	compare contemporary economic environment and social development of local Inupiat with that of other Alaska native peoples and with other circumpolar native peoples
	4.	recognize native folklore, song, and dance as forms of artistic and literary expression and as purveyors of of history and values
L	5.	learn, remember, and relate Inupiat folktales in the traditional mode
	6.	describe how Eskimo people are portrayed in fiction and nonfiction
	7.	participate in Eskimo games as sport and as a part of cultural life
C	8.	make a weapon, tool, decoration, or article of clothing using traditional tools, methods, and designs
CL	9.	experiment with at least one form of local art, design, sled, or tool style
C	10.	know the history, purpose, structure, accomplishments, and goals of the local native corporations

CITIZENSHIP AND SOCIAL STUDIES

Alaska Studies (10-12)

1. identify major geographic features of Alaska including mountain ranges, glaciers, climates, rivers, coastal zones, and land forms

IX 2. describe and compare the clothing, language, foods, art, hunting methods, tools, stories and religion of at least two Alaskan native groups

3. understand Russian exploration of Alaska and Russian motivations in dealing with Alaska's resources and with the natives they encountered

4. describe the role of the Russian-American Company in the history of the Aleutians, Kodiak, and Southeastern Alaska

5. describe early American control of Alaska from the purchase of Alaska in 1867 to 1887

6. describe the effects of the gold rushes on the development of Alaska and on Alaska's native people

7. describe the role of Sheldon Jackson in Alaska in the introduction of the reindeer industry and of various Christian dominations in Alaska communities

8. identify the characteristics of Russian, territorial, and state governments in Alaska, and of historic laws, such as the Organic Act, the Antiquities Act, the Statehood Act, and the Native Land Claims Act

C 9. compare the economic effects of mineral, timber, marine, petrochemical, and agricultural resource development, as well as tourism, fisheries, construction, military, and government activities

L 10. analyse Alaska's future potential and possible problems

CITIZENSHIP AND SOCIAL STUDIES

X: World Cultures (11-12)

1. describe changes in ancient cultural patterns that resulted from tool making and the development of agriculture
2. identify changes in social organization and technology that followed growth of cities
3. identify roots of Western culture which derived from the classical world
4. describe how three great religions (Judaism, Christianity, Islam) arose in the Middle East
5. describe how fuedal government provided social organization for a fragmented society
6. identify ways that industrialization changed at least 3 different societies (Great Britain, Russia, China) at different times
7. give examples of cultural interaction between Japanese and Western cultures
8. give examples of cultural interaction between Native America and Western cultures
9. explain some of the problems facing African peoples in overcoming the heritage of the colonial past, and in accomodating tribal and racial differences

L 10. analyse and discuss the human consequences of cultural conflict

SAFETY, HEALTH AND NUTRITION

CI: Arctic Survival (10-12)

1. list minimum items to take on any winter outing
2. list minimum items to be carried on any summer outing
3. build 2 types of temporary shelter from natural and found materials
4. demonstrate how to build a fire in severe weather conditions using materials found in the environment
5. pack food items, equipment and materials needed for arctic survival in winter or summer
6. describe clothing items needed in severe weather conditions
7. demonstrate basic first aid skills for frost bite, cuts, broken bones and animal bites
8. change a snow machine belt and spark plug; remove debris from the track, and troubleshoot motor problems
9. discuss steps to be taken when lost
10. fabricate distress signals from items found in the environment
11. practice gun safety
12. practice boat safety

SAFETY, HEALTH AND NUTRITION

Standard Red Cross First Aid (9-12)

1. identify the a) causes, b) signs and symptoms, c) First Aid principles and treatment, and d) prevention and safety, for each type of injury or sudden illness

L 2. demonstrate proper First Aid treatment techniques

3. identify and describe the uses of standard First Aid equipment and supplies

4. equip a personal First Aid kit

C 5. identify common safety and health hazards in the home and community, and describe preventive methods for each

L 6. decribe proper responses and attitudes for both common and unusual emergency situations

I 7. identify principals and skills of arctic survival

8. pass the Standard Red Cross First Aid Test

SAFETY, HEALTH AND NUTRITION

Drivers Education (11-12)

1. recognize the responsibilities associated with operating a motor vehicle
2. make basic car manuevers in a safe way
3. understand that personality and maturity affect driving habits
4. relate the driving task to rural Alaskan needs, road conditions, and maintenance requirements

L 5. practice safe driving habits and skills at all times

C 6. describe the potential of the motor vehicle to an expanding rural Alaskan economic system

8. accept the social responsibility to refrain from using drugs while driving

C 9. assess value versus purchase price of new or used vehicles

X 10. pass the Alaska State drivers examination

SAFETY, HEALTH AND NUTRITION

Health (9-12)

SAFETY, HEALTH AND NUTRITION

C: Personal and Family Health (9-12)

1. discuss the differences and relationships between physical and mental health
2. identify the parts and functions of human anatomy

X 3. identify nutrition, exercise and health care habits that promote good personal health

4. explain a parent's responsibilities for family health
5. describe how the human reproductive system works, and methods of treating or preventing common reproductive diseases and disorders
6. identify common methods of birth control, their effectiveness and side effects
7. discuss the effects of epidemic diseases (including venereal disease) on family health
8. discuss the effects of alcohol and drugs on personal and family health

X 9. develop a family health care plan

X 10. select and use health care facilities and services

SAFETY, HEALTH AND NUTRITION

C: Health Occupations I (11-12)

1. depict an organizational chart of the primary health care agencies in the United States
2. identify local health care facilities and the primary services they offer
3. match a variety of health occupations with the primary job functions of each
4. write an educational institution or a health agency for a catalog of requirements and application for entry into a selected health occupation

L 5. role play a high school counselor describing the educational requirements of a given health occupation

6. communicate to another student a personal illness or injury by describing its cause, the body part affected, and the feelings experienced
7. define informed consent and patient rights
8. request an "informed consent form" from a health professional and explain its contents

L 9. discuss the pros and cons of a variety of controversial health care procedures

I 10. discuss the traditional and conventional beliefs of the Inuit concerning illness and death

SAFETY, HEALTH AND NUTRITION

C: Health Occupations II (12)

	1.	discuss the advantages of using interdisciplinary health teams in providing health care in rural areas
	2.	work a regular schedule under the supervision of a local health care provider
	3.	investigate employment possibilities and requirements for a specified health occupation in a local health facility
L	4.	play the role of a health professional in a simulated team meeting on family problems
	5.	define the terms: epidemiology, morbidity and mortality
I	6.	identify the leading health problems of the Northwest Region
L	7.	prepare a public communication on preventive measures for a leading health problem in the Northwest Region
	8.	determine the factors contributing to the leading health problems in the Northwest Region
	9.	explain how vaccines prevent disease
X	10.	conduct a self assessment of personal health status covering preventive measures practiced, vaccinations received, past and present illnesses and injuries, use of common self-care techniques and knowledge of available health resources

SAFETY, HEALTH AND NUTRITION

C: Foods/Nutrition I (9-12)

1. use and care for appliances and equipment properly and decide which appliances and equipment are suitable for different needs
2. identify safety hazards in a kitchen and use safety practices to prevent accidents
3. recognize the causes and know how to prevent food-borne illnesses
4. discuss the nutrients in each of the four basic food groups and give examples of each

I 5. combine commercial and subsistence foods in meal planning

6. select and use the correct procedures for simple food preparation
7. identify methods of cooking
8. buy food that gives the most value for your money

X 9. plan meals that are nutritious and easy to prepare

10. bake cakes, cookies, pies, and breads
11. use a recipe and measure ingredients

SAFETY, HEALTH AND NUTRITION

C: Foods/Nutrition II (10-12)

1. identify which appliances and equipment are suitable and safest for a specific task
2. store foods properly to prevent disease or illness
X 3. describe how food customs vary in different cultures
4. identify the factors that influence personal food choices
5. prepare bulk food orders, keeping in mind cost, freshness and time
6. determine when it will save money and time to preserve food at home
7. follow correct procedures in freezing and canning fresh fruits and vegetables
8. identify food needs for different stages of the human life
9. explain how nutrients work in the human body
X 10. discuss how life styles affect nutrition and health
11. name and quantify simple substitutes for recipe ingredients

SAFETY, HEALTH AND NUTRITION

C: Foods/Nutrition III (11-12)

L 1. select, prepare and cook foods creatively

L 2. practice aesthetic judgement in selecting and serving foods

3. explain how food additives and contaminants are controlled

4. plan and prepare nutritious, flavorful foods for people with health problems and special food needs

5. determine the ingredients of foods through scientific experiments

6. explain why exact methods must be used for canning, drying, perserving and freezing food

7. plan and prepare large quantities of food

8. describe the tasks involved in managing a food business

9. plan and implement a small food service business for profit

10. identify career opportunities in foods and nutrition

SAFETY, HEALTH AND NUTRITION

CI: Native Foods Preparation & Preservation (10-12)

1. cut, hang and dry fish in the local manner
2. cut, hang and dry meat in the local manner
3. describe proper methods for smoking meat and fish
4. butcher local subsistence animal in order to utilize hide, meat, and other parts
5. make akutuq (Eskimo ice cream) in the traditional manner
6. select and prepare local plants for storage and winter use (berries, stinkweed, sourdock, etc)
7. describe and/or select safe and effective methods (freezing, drying, fermenting, in oil) of storing and preservation for ten local foods
8. classify local foods into basic food groups and identify nutritional values
9. plan meals that are nutritionally well balanced utilizing local foods

L 10. plan and cook an entire meal using all native foods

SCIENCE

General Science (9)

LX	1.	design and carry out experiments including hypothesis, experimental plan, data record, controls, comparing results, and drawing conclusions
LX	2.	independently solve problems using research and the scientific method
	3.	practice laboratory and field study skills, and make exact measurements
	4.	explain the structure and function of the major systems in the vascular plants including transpiration, reproduction, respiration, and photosynthesis.
I	5.	identify most local plants by their common names (both English and Inupiat)
	6.	be aware of the cellular nature of living things and be able to describe the general structure and function of a common plant and animal cell
	7.	explain the three major rock types, how they form and their characteristics
I	8.	describe local geologic features and their origins
I	9.	describe local weather patterns and identify weather variables and measuring equipment
	10.	explain the force of gravity and the behavior of falling objects within a gravitational field (including orbits)

SCIENCE

Earth Science (9-12)

1. identify the major minerals and identify rocks in the field as igneous, metamorphic or sedimentary
2. give an outline of the hisory of the earth including its formation, the plate techtonics theory, the major eras, and the development of life
3. describe the forces of uplift and weathering and the features associated with these forces citing local examples
4. use equipment, perform observations and measurements, record data, and analyse data in a study of local weather conditions and climate
5. explain climatic variatons, weather systems, and local weather using meteorologicaltheory (i.e. frontal systems, wind patterns, storm formation, precipitation, and air pressure)
6. identify and describe major constellations and the major astronomical bodies in the universe

C 7. discuss career opportunities in resource development and earth science and what these careers would involve

L 8. discuss and debate the topics of resource development and energy development for the future

L 9. do a study of a local resource problem using scientific techniques

10. describe general oceanic and coastal processes (currents, waves, tides, thermal sink, etc.) and how they relate to global and local conditions

SCIENCE

Botany (9-12)

1. recognize the different phyla of plants by their characteristics
2. identify the parts of the plant's anatomy and their functions
3. name the basic requirements for healthy plant growth
4. describe or depict the process of photosynthesis
5. discuss the process of plant reproduction and propagation
6. identify local plants, garden varieties, and house plants

I 7. know the present and past uses of local plants by both animals and people

C 8. discuss various aspects of gardening, the farming industry, and the forest industry

I 9. identify traditional medicinal uses of local plants

10. discuss the world wide importance of plants

L 11. carry out a long range experiment in plant growth or development

SCIENCE

Zoology (9-12)

I	1.	identify species of Alaskan wildlife
I	2.	know the characteristics and life cycles of Alaskan wildlife
	3.	discuss the physiological requirements and adaptations for animals in cold regions
	4.	list the environmental factors that affect animal population
I	5.	discuss migration/movement patterns of various Alaskan wildlife
I	6.	describe the relationships between animals and the environment
	7.	discuss the effects of predation and hunting upon the health of an animal population
I	8.	discuss the past, present, and future situation of the Arctic caribou herd and bowhead whale
C	9.	discuss the need for and present process of wildlife management
C	10.	discuss career opportunities in subsistence hunting, trapping, fishing, and wildlife management
	11.	recognize the different phyla of animals by their characteristics
	12.	explain the processes of reproduction, adaptation, mutation and evolution

SCIENCE

Environmental Science (11-12)

LX	1.	use field study and lab analysis techniques
	2.	define the levels of organization (species, individual, population, community) and how they interrelate within a biome
	3.	describe the balance and cycles within an ecosystem and how they can change
	4.	explain the processes of production, consumption, and decompostion within an ecosystem and its energy dynamics
	5.	explain the concepts of biological controls and limiting factors
	6.	compare and contrast freshwater, marine, estuarine and terrestrial ecosystems
IL	7.	ascertain human impact on local ecosystems
CX	8.	discuss resource needs, balances, and management in our local area, the nation, and the world
	9.	identify and examine various forms of environmental degradation including pollution, poor land-use planning, and overpopulation

SCIENCE

Chemistry (11-12)

1. use chemistry apparatus correctly
2. practice safety around chemicals and equipment
3. explain atomic structure as it relates to chemical bonding and reactions
4. read and develop chemical equations to explain reactions in experiments
5. recognize the properties of matter and its changing states
6. recognize the effects of acids and bases upon substances
7. recognize the properties, molecular composition, and reactions of gases and liquids
8. explain the processes of oxidation and reduction in chemical reactions

C 9. discuss career opportunities related to chemistry

CX 10. describe how chemistry has affected our past and present lifestyles

SCIENCE

Physics (11-12)

1. use physics vocabulary and instruments correctly
2. make accurate measurements and records of experiments conducted

LX 3. solve practical problems using physical laws and mathematics

4. determine the effects of forces upon an object
5. determine the effects of motion upon an object
6. determine the effects of the wave properties of light and sound
7. determine the thermal properties affecting an object
8. apply the properties of electricity and magnetism in DC & AC circuits

CL 9. discuss the effects of atomic power on our lives

X 10. apply principals of physics in daily life

IC 11. discuss past, present and future levels of local technology

SCIENCE

Tundra Ecology (11-12)

I	1.	identify the major plant and animal species found in the arctic tundra-savanah biome with their common Eskimo and English names
CI	2.	identify tracks of most of the tundra and subarctic mammals and birds
	3.	describe the structure and function of the nutrient cycles and food webs of the tundra-savanah biome
	4.	perform climatic, physical, and biotic sampling in a tundra, lake, river, forest, estuarian, and/or costal ecosystem
	5.	use counting and random assessment techniques for population census in an ecosystem
L	6.	complete a detailed study of one or more local plant and/or animal species including research and field investigation
C	7.	discuss job and career opportunities in resource management, environmental assessment, field biology and subsistence
	8.	explain the formation and structure of the special geologic and geographic features of the arctic tundra
IL	9.	discuss, debate, and investigate the effect of human activity upon the tundra ecosystem (both traditional and modern activities)
	10.	use lab and field techniques and equipment to analyse samples of inorganic and organic materials

MATHEMATICS

General Math (9-12)

CX 1. do all computations with positive real numbers

2. convert between and compute with decimals, ratios, percents and free fractions

CX 3. estimate computations ivolving whole numbers and decimals

4. measure and convert capacity, mass weight and length in the english and metric systems

5. use exponents in computations and translate to scientific notation

6. solve simple equations and function tables

7. plot and identify points on a cartesian coordinate plane

8. identify polyhedral forms

9. identify radius, diameter and circumference of a circle

10. calculate the area and circumference of a circle

MATHEMATICS

CX: Consumer Math (9-12)

1. compute money and any positive real numbers with the operations of addition, subtraction, multiplication, and division
2. set up and solve story type problems using money, decimals, fractions, and whole numbers
3. measure and convert using the metric and English systems for length, capacity, mass/weight, and temperature
4. compute percents and explain how they are used by business and government
5. use all of the consumer services offered by a bank

L 6. explain how a small business, corporation and co-op are set up (fincancial backing, personel, administration, purchasing, and capital investment)

7. fill out tax forms, employment applications, order forms; write a simple resume and fill out simple business forms
8. use consumer reference materials such as catalogues, telephone directories, want ads, tax guides and consumer reports

L 9. plan a yearly budget for a family with a partially sub-subsistence and partially cash income

10. define and compute sales tax, cash discounts, hourly wages, piece-rate wages and commission, depreciation, insurance costs, cost of utilities and term purchase cost

MATHEMATICS

Algebra I (9-12)

1. use algebraic vocabulary and understand the symbolic language
2. perform four fundamental operations on real numbers and solve simple equations
3. perform polynominal factoring
4. manipulate fractions both numerically and algebraically
5. solve inequalities
6. explain the concepts of functions and relations
7. solve systems of equations and inequalities
8. explain the concepts of rational and irrational numbers
9. solve non-linear functions and equations (quadratics)

CX 10. think logically and solve practical problems using Algebra

MATHEMATICS

Geometry (10-12)

	1.	recognize and describe geometric figures
	2.	identify the characterisics of parallel and perpendicular lines
	3.	identify the properties of quadrilaterals
	4.	recognize the congruence of triangles and circles
	5.	recognize inequalities in triangles and circles
	6.	identify the properties of line segments and angles in circles
	7.	identify the basic angle relationships
	8.	identify the properties of similar polygons and solve for the area of polygon
	9.	identify the properties of regular polygons
CLX	10.	construct and measure various figures and shapes with parametrics given
L	11.	use geometric figures and forms in a design
C	12.	identify jobs and job skills which require an understanding of geometry

MATHEMATICS

Algebra II (11-12)

1. master all basic Algebra skills
2. cite the order properties and axioms of real numbers
3. graph and find coordinates on a plane
4. factor complex polynomials
5. manipulate rational algebraic expressions
6. identify the properties of radicals and solve for their roots
7. solve quadratic equations by factoring
8. expand knowledge of quadratic relations and systems
9. solve exponential and logarithmic functions
10. explain the concepts of functions and relations

L 11. understand the fundamentals of series, analytic geometry, trigonometry, matrices, determinants, probability and statistics

MATHEMATICS

Math Skills (Remedial) (9-12)

MUSIC AND RHYTHMIC EXPRESSION

General Music and Music Appreciation (9-12)

MUSIC AND RHYTHMIC EXPRESSION

High School Chorus (9-12)

L 1. exhibit an espirit de corp and take pride in a job well done

2. hear and descriminate good choral sound and good choral music

3. sing and listen to a variety of musical styles

C 4. describe scholarships, music festivals and summer camps available to people interested in choral singing

C 5. identify musical programs and opportunities in the state of Alaska

L 6. prepare 2 or 3 concerts of choral music for school and community performance

7. perform music techniques, exercises, scale studies, and sight read

L 8. work to improve a particular singing skill

X 9. enjoy singing and select songs for personal enjoyment

10. sing solo and ensemble, and solo parts in choral arrangements

MUSIC AND RHYTHMIC EXPRESSION

High School Band (9-12)

L 1. exhibit an espirit de corp and take pride in a job well done

2. practice proper rehearsal decorum and techniques

L 3. work to improve performance on chosen instrument through exercises and scale studies practiced on a regular basis

4. practice on a regular basis

5. play all kinds of rhythms and all key signatures

6. play solo and ensemble pieces

X 7. listen to and play a wide variety of musical styles

L 8. participate in a concert for the community

9. work cooperatively with a band, and follow band leader's instructions

C 10. identify concerts, festivals and summer camps open to Northwest Alaskan students

PHYSICAL EDUCATION

General Physical Education I (9-12)

1. name and perform 3 flexibility exercises for each major muscle group
2. name and perform 3 strength exercises for each major muscle group
3. perform at the 40th percentile (minimum) in each event on the AAHPER Fitness Test
4. perform at the average level on the Cooper Twelve Minute Walk-Run Test

I 5. identify, demonstrate and judge critically 5 events performed as part of the Native Youth Olympics

6. distinguish between aerobic and anaerobic exercise and give 3 examples of each

L 7. organize and serve as captain of a sports team

8. identify and explain basketball rules and strategies

9. identify and explain volleyball rules and strategies

L 10. cite the rules for eligibility in ASAA sports competition

PHYSICAL EDUCATION

General Physical Education II (9-12)

1. perform an acceptable five minute flexibility sequence
2. perform at the 50th percentile (minimum) in each event on the AAHPER Fitness Teast
3. perform at the good level on the Cooper Twelve Minute Walk-Run Test
4. ski and snowshoe one mile within acceptable time limits

X 5. maintain body weight within acceptable limits

6. properly treat a sprain or strain
7. identify equipment and facilities necessary for 3 individual sports
8. identify 5 state, local or national organizations that encourage lifetime participation in sports

X 9. list 5 reasons for the maintenance of proper fitness

L 10. officiate a team sports event

PHYSICAL EDUCATION

Wrestling (9-12)

1. perform 10 warm-up exercises specific to wrestling
2. demonstrate 3 takedowns
3. demonstrate 3 rides and/or breakdowns
4. demonstrate 3 escapes and/or reversals
5. demonstrate 3 pinning combinations
6. identify 3 potentially dangerous holds
7. identify 3 illegal holds
8. demonstrate the 3 basic postions

L 9. referee a wrestling match

10. explain the scoring system used in wrestling

PHYSICAL EDUCATION

Volleyball (9-12)

1. perform 5 warm-up exercises specific to volleyball
2. use overhand and underhand serving techniques
3. volley the ball from an underhand and overhead position
4. set the ball up to a teammate*
5. demonstrate a legal spike*
6. demonstrate proper form for a dig*
7. pass the ball to a teammate from the right and left
8. explain 3 violations that would cause loss of service
9. explain the scoring system used in volleyball

L 10. officiate a volleyball game

L 11. serve as team captain for a volleyball game

*using AAHPER or comparable standards

PHYSICAL EDUCATION

Basketball (9-12)

1. perform 5 warm-up exercises specific to basketball
2. perform a chest pass, bounce pass and baseball pass*
3. perform a two-handed set shot, a one-handed set shot, a jump shot and a layup*
4. dribble through a six point slalom course with each hand*
5. perform a pik, a roll, and a screen
6. demonstrate proper defensive position and movement
7. identify and explain the pattern of coverage for 2 zone defenses
8. diagram and describe two offensive plays
9. explain traveling, double dribble and over and back

L 10. officiate a basketball game

L 11. serve as team captain for a basketball game

*using AAHPER or comparable standards

PHYSICAL EDUCATION

Cross-Country Skiing (9-12)

1. perform 5 warm-up exercises specific to skiing
2. perform a step around and a kick turn
3. ski on level terrain
4. ski uphill using the herringbone and sidestep technique
5. turn right and left while skiing downhill
6. perform a snowplow stop while skiing downhill
7. identify and distinguish between Nordic and Alpine skiing equipment
8. select and apply proper wax

C 9. identify 3 sources of ski equipment

10. identify and explain emergency treatment for 3 common skiing injuries

PART II

PROGRAM OBJECTIVES

High School Vocations

Vocations comprises the most varied program in the high school curriculum, and is designed to provide students with entry-level job skills in the areas of:

- Vocational Agriculture
- Distributive Occupations
- Health Occupations
- Home Economics
- Business
- Industry
- Mass Media

General career awareness, job selection and application skills, and work experience are also part of the high school program.

Not all vocational course sequences are available at all schools, but every effort is made to offer needed courses on an individual, regional or statewide basis.

The Northwest Arctic School District Vocational Education Plan of Service is a companion piece to these curriculum guidelines, and describes course sequences and requirements in greater detail.

Please note that since consumer and career awareness are fundamental aspects of the vocations program, these curricular themes are not indicated on the pages that follow. They are assumed throughout the vocations program.

VOCATIONS

Vocational Agriculture

Arctic Shelter Construction (9-12)

VOCATIONS

Vocational Agriculture

Dog Training, Breeding and Handling (9-12)

VOCATIONS

Vocatic al Agriculture

Fundamentals of Agriculture (9-12)

1. explain how the U.S. Agricultural Industry meets food needs worldwide
2. describe the job and career potentials in U.S. Agriculture
3. describe the job and career potentials in Alaska Agriculture
4. outline the basic structure and methods of the plant growing industry
5. outline the basic structure and methods of the animal raising industry
6. outline the basic structure and methods of the agriculture mechanics industry
7. discuss the potential for expansion of areas 4, 5, 6, in Northwest Arctic

L 8. take an active role in the future of the agricultural industry in Alaska

L 9. describe and select course sequences to develop skills in vocational agriculture

VOCATIONS

Vocational Agriculture

Greenhouse Construction and Management (9-12)

L	1.	plan, remodel, or construct a plant growing structure
	2.	use plant environmental control systems for optimum growing conditions
	3.	develop soil media adequate for plants being grown
	4.	reuse soil media after proper sterilization
X	5.	propagate and grow bedding plants
X	6.	propagate and grow potted house plants
X	7.	propagate and grow vegetables
	8.	use proper transplanting and harvesting techniques
	9.	keep a set of books for expenses and profits from sales
	10.	describe job and career opportunities in Alaska for greenhouse skills

VOCATIONS

Vocational Agriculture

Guiding (9-12)

1. cite state and federal laws and regulations pertaining to guiding, and identify reference documents
2. list the reuirements for being a guide
3. explain how to stock and manage a camp: make a list of necessary supplies and equipment
4. keep financial and other records for a guiding enterprise

L 5. complete the State of Alaska/N.R.A. Gun Safety Course

L 6. complete the Standard Red Cross First Aid course

7. plan and develop advertisements for a guiding enterprise

I 8. describe the habitats, habits and hunting techniques for game animals in the Northwest region

9. cite safety practices and procedures for flying, boating and traveling across country

I 10. demonstrate proper methods of skinning and dressing a kill

VOCATIONS

Vocational Agriculture

Horticulture (9-12)

1. determine growing media most suitable for specific plants
2. propagate plants from seed
3. propagate plants from cuttings
4. propagate plants from bulb
5. identify common house plants using plant identification keys
6. determine environmental needs for particular varities of plants

L 7. develop and use marketing, advertising and production techniques

8. develop and use a bookkeeping system to indicate profits and losses
9. describe job opportunities in Alaska for horticulture skills
10. identify and alleviate pest and disease problems

VOCATIONS

Vocational Agriculture

Hunting and Trapping (9-12)

1. explain and practice the rules of gun safety
2. select the appropriate firearm for various hunting activities
3. skin and field dress the kill
I 4. describe the traditional and modern methods of cutting, wrapping, curing and preserving game
I 5. know the traditional names of animals and local hunting areas and discuss the importance of hunting to the culture
I 6. make trap sets for the various fur bearers in the area
7. skin, dry and properly care for furs to meet top market or subsistence values
8. keep records on and market the year's take
I 9. make camp and survive alone while hunting and trapping
10. cite and observe state and federal rules and regulations for hunting and trapping

VOCATIONS

Vocational Agriculture

Hydroponics (9-12)

L 1. discuss the importance of hydroponics in world food growing

2. grow plants using hydroponic and soil techniques for comparison

3. use a variety of hydroponic support media

4. determine plant nutrient needs for a variety of vegetable plants

5. compare the results of packaged nutrients versus self made nutrients

L 6. plan, build and use delivery systems for nutrients, humidity and light

7. describe the job opportunities in Alaska needing hydroponic skills

8. identify and alleviate pest and disease problems

9. develop and use marketing, advertising and production techniques

10. determine and meet the environmental needs of a variety of plants

VOCATIONS

Vocational Agriculture

CI: Native Arts I (9-12)

1. know the traditional art forms of the community
2. reconstruct a functional or utilitarian native art object
3. make a bow drill or other carving tool
4. carve, sand and polish soapstone
5. make sinew thread
6. cut and scrape skins to make a doll or yo-yo
7. prepare skins and decorate with ink designs
8. dance an Eskimo dance
9. identify clothes, headgear, footware, jewelry or badges worn by Eskimos in different villages

X 10. compare traditional Eskimo art to the art of other cultures

VOCATIONS

Vocational Agriculture

CI: Native Arts II (10-12)

1. know the traditional art forms of Eskimo communities
2. design a utilitarian native art object, using traditional materials
3. assemble a tool box and make a selection of traditional carving tools
4. carve, sand, and polish bone, ivory or jade
5. make sewing thread from baleen and willows
6. cut, scrape and tan skins to make muk-luks or parka

L 7. select a technique or skill and work to improve it

8. describe the employment opportunities for native artists

X 9. compare the values and beliefs of native artists to non-native artists

10. participate in a cooperative native arts industry

VOCATIONS

Vocational Agriculture

Reindeer Management (9-12)

1. give a brief history of Reindeer Herding in Alaska
2. describe the grazing patterns of reindeer
3. L judge the marketability of specific reindeer in a local herd
4. name the commercial and subsistence uses of the different parts of the reindeer (including skins, intestines, horns, meat and etc.)
5. make a cost and profit estimate of a reindeer herd over the period of one year
6. dehorn, skin and castrate reindeer while working with a group under the supervision of an experienced herder
7. L herd and slaughter reindeer under the supervision of experienced herders
8. discuss preditor control and ecological balance of the environment as it applies to a reindeer herd
9. list facilities and personnel needed to carry on an efficient reindeer herding operation

VOCATIONS

Vocational Agriculture

I: Skin Sewing I (9-12)

1. scrape skin of large arctic animal using local, tradional implements (such as caribou, reindeer, seal, wolf, wolverine, etc.)
2. tan and soften skin of large arctic animal leaving hair on
3. scrape and tan skin of large arctic animal using hair off technique
4. scrape and tan leggings of large arctic animal
5. prepare dye and dye skin in local method
6. cut skins with an ulu
7. scrape skin with local, traditional scrapers (ikuun)
8. make sinuew thread
9. sew skins with sinew thread and/or dental floss using skin needles
10. prepare a finished product with previously prepared skin (such as tuttuliks, fur mitts, etc.)

VOCATIONS

Vocational Agriculture

I: Skin Sewing II (10-12)

1. scrape, soften and tan skin of small arctic animal (such as fox, muskrat, rabbit, etc.)
2. cut and sew skin of small arctic animals
3. use local, traditional implements and materials to scrape, tan, cut and sew skins
4. follow a pattern to cut skin or leggings for mukluks
5. design patterns and sew beads using local techniques and styles
6. design, cut and sew calf skin "fancy"
7. assist in scraping and preparing ugruk skin in local style
8. assist in making patterns, cutting and crimping ugruk mukluk bottoms
9. assist in sewing ugruk bottoms to skin
10. complete a project using one or more of the previous skills (such as beaded mukluk tops, jukluk bottoms, fur hat, calf skin fancy strip, mukluks, etc.)

VOCATIONS

Vocational Agriculture

Small Animal Husbandry (9-12)

1. breed, raise and sell at least one generation of small animal
2. differentiate types of uses and breeds
3. develop a breeding program for a particular trait
4. practice basic veterinary care techniques
5. keep a set of books for profits and losses as well as experiences
6. understand and treat common disease problems
7. formulate the best diet determined by output needs of animal raised
8. plan and create the best environmental conditions necessary for optimum growth
9. develop and use marketing, advertising, and production techniques
10. describe the processing methods required when animals are bound for human consumption

VOCATIONS

Vocational Agriculture

Small Engine Repair (9-12)

X 1. describe how power is produced and used in gasoline engines

2. differentiate between two-cycle and four-cycle engines

3. recognize engine parts and explain their part in power production

4. recognize and use small engine repair tools properly

5. order replacement parts from the distributor with lowest prices for the desired quality

6. completely dismantle and reassemble a small engine and power train

7. understand the job and career potentials in small engine repair in urban and rural Alaska

8. perform routine preventive maintenance on several varieties of engines

9. use a service manual for: repair information, part numbers, service time

10. use troubleshooting charts to locate and repair malfunctioning parts

VOCATIONS

Vocational Agriculture

Subsistence and Commercial Fishing (9-12)

I	1.	explain the life cycle of Northwest Alaskan fish species
	2.	select proper craft and powerplant combinations for various fisheries
I	3.	mend fish nets
	4.	trouble shoot problems common to outboard motors
I	5.	explain use of set gill net, drift gill net, and seine; and describe how these sets are made
I	6.	prepare subsistence species for preservation in the traditional methods
I	7.	describe boat building and repair practices
	8.	keep records and market a commercial take
I	9.	catch tradional subsistence species using traditional methods
	10.	cite and observe state and federal fishing regulations

VOCATIONS

Vocational Agriculture

I: Subsistence Shop (9-12)

1. recognize and use hand and power tools
L 2. plan an build a basket sled
L 3. plan and build a small boat
4. construct an emergency shelter
5. practice basic gun safety
6. repair small engines
7. set, hang, and repair a subsistence gill net
8. set and repair traps and snares for subsistence use
9. skin, dress, and preserve animals for subsistence use
L 10. construct traditional implements using locally available materials

VOCATIONS

Vocational Agriculture

Wildlife Management (11-12)

VOCATIONS

Vocational Agriculture

Wiring (9-12)

L 1. design a wiring system for a small house

2. use the national electric code, blueprint diagrams, and circuit diagrams

X 3. modify, remodel, or replace existing wiring

4. recognize and use electrical tools properly

5. estimate and order materials for job

6. recognize and properly use electrical wiring materials

7. properly design and wire several types of electrical circuits

8. properly design and wire a service entrance panel

9. understand and use safety rules while performing all electrical tasks

10. use electrical metering devices to locate and repair electrical faults

VOCATIONS

Distributive Education

Accounting (9-12)

VOCATIONS

Distributive Education

Business Economics (9-12)

VOCATIONS

Distributive Education

Business Law (9-12)

VOCATIONS

Distributive Education

Distributive Education I (9-12)

1. plan and produce a professional-quality good or service that can be marketed
2. analyse the market for goods and services in Northwest Alaska
3. work cooperatively to develop by-laws for a distributive enterprise
4. work cooperatively to plan and equip a work area
5. plan a work schedule for a distributive enterprise
6. keep records on production, marketing and advertising
7. evaluate the success of a distributive enterprise and suggest improvements
8. display goods or arrange services in an attractive and appealing manner
9. develop an advertising plan including media production

VOCATIONS

Distributive Education

Distributive Education II (10-12)

VOCATIONS

Distributive Education

Distributive Education III (11-12)

VOCATIONS

Distributive Education

Recordkeeping (9-12)

VOCATIONS

Health Occupations

I: Arctic Survival (9-12)

1. list minimum items to take on any winter outing
2. list minimum items to be carried on any summer outing
3. build two types of temporary shelters from natural and found materials
4. demonstrate how to build a fire in severe weather conditions using materials found in the environment
5. pack food items, equipment and materials needed for arctic survival
6. describe clothing items needed in severe weather conditions
7. demonstrate basic first aid skills for frost bite, cuts, broken bones, and animal bites
8. change a snow machine belt and spark plug; remove debris from the track, and troubleshoot motor problems
9. L discuss steps to be taken when lost
10. fabricate distress signals from items found in the environment
11. practice gun safety
12. practice boat safety

VOCATIONS

Health Occupations

Emergency Medical Services (10-12)

VOCATIONS

Health Occupations

Health Occupations I (11-12)

1. depict an organizational chart of the primary health care agencies in the United States
2. identify local health care facilities and the primary services they offer
3. match a variety of health occupations with the primary job functions of each
4. write an educational institution or a health agency for a catalog of requirements and application for entry into a selected health occupation

L 5. role play a high school counselor describing the educational requirements of a given health occupation

6. communicate to another student a personal illness or injury by describing its cause, the body part affected, and the feelings experienced
7. define informed consent and patient rights
8. request an "informed consent form" from a health professional and explain its contents

L 9. discuss the pros and cons of a variety of controversial health care precedures

I 10. discuss the traditional and conventional beliefs of the Inuit concerning illness and death

VOCATIONS

Health Occupations

Health Occupations II (12)

1. discuss the advantages of using interdisciplinary health teams in providing health care in rural areas
2. work a regular schedule under the supervision of a local health care provider
3. investigate employment possibilities and requirements for a specified health occupation in a local health facility

L 4. play the role of a health professional in a simulated team meeting on family problems

5. define the terms: epidemiology, morbidity and mortality

I 6. identify the leading health problems of the Northwest Region

L 7. prepare a public communication on preventive measures for a leading health problem in the Northwest Region

8. determine the factors contributing to the leading health problems in the Northwest Region

9. explain how vaccines prevent disease

X 10. conduct a self assessment of personal health status covering preventive measures practiced, vaccinations received, past and present illnesses and injuries, use of common self-care techniques and knowledge of available health resources

VOCATIONS

Health Occupations

Home Nursing (9-12)

VOCATIONS

Health Occupations

Personal & Family Health (9-12)

1. discuss the differences and relationships between physical and mental health
2. identify the parts and functions of the human anatomy

X 3. identify nutrition, exercise and health care habits that promote good personal health

4. explain a parent's responsibilities for family health
5. describe how the human reproductive system works, and methods of treating or preventing common reproductive disorders and diseases
6. identify common methods of birth control, their effectiveness and side-effects
7. discuss the effects of epidemic diseases (including venereal disease) on family health
8. discuss the effects of drugs and alcohol on personal and family health

X 9. develop a family health care plan

X 10. select and use health care facilities and services

VOCATIONS

Home Economics

Child Care Services (10-12)

VOCATIONS

Home Economics

Child Development/Child Care I (9-12)

VOCATIONS

Home Economics

Child Development/Child Care II (10-12)

VOCATIONS

Home Economics

X: Consumer Education (10-12)

1. calculate unit costs in buying food
2. explain how food costs can be reduced through quantity buying
3. make quality comparisons between nationally known products and "house" products
4. read and discuss national consumer reports, ratings, and trends
5. prepare a personal or family budget
6. explain the concepts; costs, profit and overhead
7. explain the law of supply and demand
8. define marginal utility, planned obsolescence, marketing, and distribution
9. discuss the affects of advertising on the purchaser
10. cite laws and regulations designed to protect consumers and name the agencies responsible for protecting consumers rights
11. name and describe the structure of business services used in everyday living
12. prepare an order from a catalog

VOCATIONS

Home Economics

Foods/Nutrition I (9)

1. use and care for appliances and equipment properly and decide which appliances and equipment are suitable for different needs
2. identify safety hazards in a kitchen and use safety practices to prevent accidents
3. recognize the causes and know how to prevent food-borne illnesses
4. discuss the nutrients in each of the four basic food groups and give examples of each

I 5. combine commercial and subsistence foods in meal planning

6. select and use the correct procedures for simple food preparation
7. identify methods of cooking
8. buy food that gives the most value for your money

X 9. plan meals that are nutritious and easy to prepare

10. bake cakes, cookies, pies, and breads
11. use a recipe and measure ingredients

VOCATIONS

Home Economics

Foods/Nutrition II (10-11)

1. identify which appliances and equipment are suitable and safest for a specific task
2. store foods properly to prevent disease or illness
X 3. describe how food customs vary in different cultures
4. identify the factors that influence personal food choices
5. prepare bulk food orders, keeping in mind cost, freshness and time
6. determine when it will save money and time to preserve food at home
7. follow correct procedures in freezing and canning fresh fruits and vegetables
8. identify food needs for different stages of the human life
9. explain how nutrients work in the human body
X 10. discuss how life styles affect nutrition and health
11. name and quantify simple substitutes for recipe ingredients

VOCATIONS

Home Economics

Foods/Nutrition III (11-12)

L 1. select, prepare and cook foods creatively

L 2. practice aesthetic judgement in selecting and serving foods

3. explain how food additives and contaminants are controlled

4. plan and prepare nutritious, flavorful foods for people with health problems and special food needs

5. determine the ingredients of foods through scientific experiments

6. explain why exact methods must be used for canning, drying preserving and freezing food

7. plan and prepare large quantities of food

8. describe the tasks involved in managing a food business

9. plan and implement a small food service business for profit

10. identify career opportunities in foods and nutrition

VOCATIONS

Home Economics

Food Services (11-12)

VOCATIONS

Home Economics

X: Home Management I (9-12)

1. evaluate and use advertising constructively
2. plan and keep records for a family budget
3. practice comparison shopping
4. describe the various types of consumer contracts and how they function
5. discuss the laws and rights of consumers
6. explain how to obtain credit and manage personal debt
7. identify wise and unwise uses of credit cards
8. identify ways to conserve energy in the home
9. explain how to finance and insure a car, motorcycle or snowmachine
10. purchase goods through mail order (and return unwanted ones)

VOCATIONS

Home Economics

X: Home Management II (10-12)

1. identify and describe the basic kinds of insurance (life, medical, home, fire, etc.)
2. select housing based on budget and needs: read and understand a lease or loan application
3. define inflation and recession
4. compare value, quality and price of foods and clothing
5. identify payroll deductions and explain how they are figured
6. keep a checking account
7. identify and give examples of different types of savings and investments; explain how they work
8. identify situations when a family would use a lawyer or accountant
9. identify the basic types of Federal and State taxes and what they are used for

VOCATIONS

HOME ECONOMICS

Home Economics (9-12)

VOCATIONS

Home Economics

Housekeeping Services Lab (10-12)

VOCATIONS

Home Economics

Human Development - Life Styles and Values (9-12)

X	1.	describe typical family patterns in different cultures
I	2.	discuss personal feelings about family relations
	3.	discuss the problems, responsibilities and pleasures in a successful marriage
	4.	explain the responsibilities of parenthood
	5.	describe alternatives to marriage, family and traditional life styles
I	6.	identify a set of personal values
	7.	identify ways that people can cope with conflict & aggression
	8.	define common mental health problems and some of their causes
	9.	discuss the mental, physical, and social aspects of aging and dying
	10.	define: life style, values, standard of living, needs

VOCATIONS

Home Economics

Independent Living (9-12)

LX	1.	discuss career opportunities and analyse jobs based on personal and financial considerations
L	2.	exhibit confidence when role-playing a job interview
	3.	identify factors which contribute to on-the-job success
	4.	explain the fundamentals of personal budgeting and money management: develop short and long term spending plans
X	5.	identify ways to make extra money in spare time
	6.	explain how to find and maintain housing away from home
	7.	identify different types of consumer credit and their proper uses
	8.	shop wisely for merchandise by comparing prices, quality, service and methods of payment
	9.	plan, prepare and serve nutritious and varied meals, taking into consideration cost and time of preparation
	10.	compare the advantages of renting versus buying a home, taking into consideration the different stages of the family cycle
	11.	discuss personal and group values
L	12.	set short and long term goals for education, employment and personal plans
	13.	plan and prepare for different types of entertaining

VOCATIONS

Home Economics

Interior Design (11-12)

L 1. use art and aesthetic judgement to enhance an interior environment

2. use color to create a feeling or mood

3. identify basic types of wall coverings and materials

4. identify basic types of floor coverings and materials

5. identify different types of lighting and lighting affects

6. identify types of furnishings and their uses

7. draw a floor plan to scale

8. draw a traffic flow chart

9. prepare a decorating and furnishing budget

10. compare design requirements for business versus home use

VOCATIONS

Home Economics

I: Native Foods Preparation and Preservation (9-12)

1. cut, hang and dry fish in the local manner
2. cut, hang and dry meat in the local manner
3. describe proper methods for smoking meat and fish
4. butcher local subsistence animal in order to utilize hide, meat, and other parts
5. make akutuq (Eskimo ice cream) in the traditional manner
6. select and prepare local plants for storage and winter use (berries, stinkweed, sour dock, etc.)
7. describe and/or select safe and effective methods (freezing, drying, fermenting, in oil) of storage and preservation for ten local foods
8. classify local foods into basic food groups and identify their nutritional values
9. plan meals that are nutritionally well balanced utilizing local foods
10. L plan and cook an entire meal using all native foods

VOCATIONS

Home Economics

Personal and Family Health (9-12)

1. discuss the differences and relationships between physical and mental health
2. identify the parts and functions of human anatomy

X 3. identify nutrition, exercise and health care habits that promote good personal health

4. explain a parent's responsibilities for family health
5. describe how the human reproductive system works, and methods of treating or preventing common reproductive diseases and disorders
6. identify common methods of birth control, their effectiveness and side effects
7. discuss the effects of epidemic diseases (including venereal disease) on family health
8. discuss the effects of alcohol and drugs on personal and family health

X 9. develop a family health care plan

X 10. select and use health care facilities and services

VOCATIONS

Home Economics

Personal Development and Family Life (9-12)

X	1.	discuss how American family patterns have changed in recent years
I	2.	describe the traditional Inuit marriage
	3.	define: role, responsibility, family, marriage, generation gap, growth
	4.	discuss and understand common family problems
	5.	discuss the problems faced by children of alcoholic parents
LX	6.	suggest ways to deal with common crisis situations in families
	7.	discuss the dimensions of parenthood: childbirth, division of responsibilities, authority, discipline, providing
L	8.	attend to the needs of a small child or older person

VOCATIONS

Home Economics

I: Skin Sewing I (9-12)

1. scrape skin of large arctic animal using local, traditional implements (such as caribou, reindeer, seal, wolf, wolverine, etc.)
2. tan and soften skin of large artic animal leaving hair on
3. scrape and tan skin of large arctic animal using hair off technique
4. scrape and tan leggings of large arctic animal
5. prepare dye and dye skin in local method
6. cut skins with an ulu
7. scrape skin with local, traditional scrapers (ikuun)
8. make sinew thread
9. sew skins with sinew thread and/or dental floss using skin needles

L 10. prepare a finished product with previously prepared skin (such as tuttuliks, fur mitts, etc.)

VOCATIONS

Home Economics

I: Skin Sewing II (10-12)

1. scrape, soften and tan skin of small arctic animal (such as fox, muskrat, rabbit, etc.)
2. cut and sew skin of small arctic animals
3. use local, traditional implements and materials to scrape, tan, cut and sew skins
4. follow a pattern to cut skin or leggings for mukluks
5. design patterns and sew beads using local techniques and styles
6. design, cut and sew calf skin "fancy"
7. assist in scraping and preparing ugruk skin in local style
8. assist in making patterns, cutting and crimping ugruk mukluk bottoms
9. assist in sewing ugruk bottoms to skin

L 10. complete a project using one or more of the previous skills (such as beaded mukluk tops, mukluk bottoms, fur hat, calf skin fancy strip, mukluks, etc.)

VOCATIONS

Home Economics

Textiles/Clothing I (9)

1. select, use and care for sewing equipment
2. use and care for a sewing machine
3. identify basic sewing techniques
4. identify basic techniques of shaping
5. select and read commercial patterns
6. explain simple alteration techniques
7. select fabric and identify fiber content

L 8. make judgements about fabric and style compatability and suitability

9. compare the cost of a constructed garment and a retail garment

X 10. construct a shirt, skirt or a simple pair of waistband pants

VOCATIONS

Home Economics

Textiles/Clothing II (10-11)

1. identify the fiber and weave of fabric suited for an intended use
2. construct a simple vest using basic sewing skills and a sewing machine
3. sew a basic fitter-bodice for figure measurements to be used in pattern making

L 4. use basic alterations skills for difficult and detailed alteration fitting

5. make half-size patterns
6. demonstrate how different types of clothing are cleaned and cared for

L 7. design, develop a pattern for, and sew a garment that includes a collar, cuffs, front/back darts, front buttonholes/buttons and a front facing interface

8. construct a new pair of jeans by deriving a pattern off of an old favorite pair of jeans

X 9. analyse needs versus wants with your personal and/or family wardrobe; determine how these needs/wants can best be met, using cost and quality as an indicator

VOCATIONS

Home Economics

Textiles/Clothing III (11-12)

1. sew underclothes for men, women and children
2. use alteration and patterning skills to construct a new blouse, shirt or jacket from an old one
3. construct a tailored winter jacket with a hood and trim
4. clean, press, and store clothing from your wardrobe
5. reupholster an old couch
6. make chair cushions, couch covers, curtains, placemats, potholders, napkins, kitchen and bathroom linens

L 7. plan a textile/clothing store for your community, including; legal licensing, building requirements, work scheduling, inventory and management of the business

8. sell sewing machines, fabric, notions, yarn and accessories, small scale clothing needs and class projects

VOCATIONS

Work Experience

Career Exploration III (9-12)

L	1.	set short and long term education and employment goals
	2.	discuss careers and analyse jobs based on personal and financial considerations as well as the work they invoive
	3.	fill out job applications forms neatly and properly
	4.	write a brief work biography or statement of personal work interests
	5.	calculate Social Security, insurance and other employee benefits from base pay
LX	6.	identify factors which contribute to success on-the-job
L	7.	exhibit confidence when role-playing a job interview
	8.	identify and give examples of jobs in each career cluster, within the Northwest region and statewide
LX	9.	project economic development in the Northwest region

VOCATIONS

Work Experience

Cooperative Work Experience (10-12)

X 1. apply vocational or practical skills learned in school to a paid work situation on a full time basis

2. cooperate with other workers and management

3. accept responsibility for work; exhibit prompt and reliable work habits; seek help when needed

4. share problems and insights with other students and with the school coordinator

L 5. become an integral part of a work place: take a personal and professional interest in the organization

6. identify different skill levels within the chosen job category, and describe how a worker progresses from level to level

7. describe careers in the chosen job category: analyse this career potential both within the Northwest region and outside

VOCATIONS

Work Experience

Work Experience I (10-12)

1. fill out an application for a job
2. use the want ads
3. assess the suitability of a job to one's own skills and interests
4. evaluate a job in terms of security, salary, enjoyment and community status
5. accept responsibility for reliability and promptness on a job

L 6. self-evaluate job performance in terms of technical knowledge and human relations

7. work under supervision on a regular schedule
8. tell where training is available in Alaska and other states for professional, paraprofessional, skilled and semi-skilled jobs
9. discuss management/labor or employer/employee relationships; explain the advantages and disadvantages of a union
10. discuss developing industries in Northwest Alaska and the jobs that accompany development

VOCATIONS

Work Experience

Work Experience II (11-12)

	1.	use improved job application and interview form
	2.	assess suitability of any job to personal interests and skills
L	3.	critically evaluate jobs: identify training required, level of technical performance needed, and opportunities for advancement
	4.	identify factors affecting performance on-the-job
L	5.	chart the work-flow for a job, department or business
LX	6.	work to improve interpersonal and human relations skills
	7.	take a personal and professional interest in work
	8.	refine occupational interests
	9.	make regularly scheduled reports

VOCATIONS

Work Experience

Work Experience III (12)

1. use polished job application and interview form
L 2. critically evaluate jobs and assess their personal suitability without adult supervision
L 3. self-evaluate and discuss job performance with supervisors and school coordinators
4. work to improve job performance and interpersonal skills
L 5. chart the work flow for a job, department or business and suggest ways to improve work flow
6. choose a specific job or occupation: project its future in Northwest Alaska and elsewhere
7. write a resume
L 8. exhibit poise and confidence in work situations

VOCATIONS

Business

Accounting (9-12)

VOCATIONS

Business

Bookkeeping (9-12)

VOCATIONS

Business

Business Communications (10-12)

VOCATIONS

Business

Business Economics (10-12)

VOCATIONS

Business

Business Lab (11-12)

VOCATIONS

Business

Business Law (9-12)

VOCATIONS

Business

Business Machines (9-12)

VOCATIONS

Business

Introduction to Business (9-12)

VOCATIONS

Business

Introduction to Data Processing (9-12)

VOCATIONS

Business

Notetaking (9-12)

VOCATIONS

Business

Office Management (11-12)

VOCATIONS

Business

Office Procedures (10-12)

VOCATIONS

Business

Record Keeping (9-12)

VOCATIONS

Business

Typing I (9-12)

VOCATIONS

Business

Typing II (10-12)

VOCATIONS

Business

Typing III (11-12)

VOCATIONS

Industrial Education

I: Arctic Shelter Construction (10-12)

VOCATIONS

Industrial Education

Construction I (10-12)

1. recognize, maintain, and properly use basic hand tools pertinent to construction industry
2. recognize, maintain and properly use basic power tools pertinent to the construction industry
3. identify the specialty occupations within the construction industry
4. read and understand blue prints and specifications
5. identify, design and incorporate unique arctic features of a building into bluerprints and specifications
6. construct a floating foundation according to blueprint and specifications
7. build a simple building with energy saving and conserving features
8. frame a floor
9. frame a wall
10. frame a roof
11. identify and apply exterior wall covering and roofing materials suitable for the arctic

VOCATIONS

Industrial Education

Construction II (10-12)

L
1. describe and carry out the duties of a foreman
2. coordinate color and decor in selcting materials for a structure
3. figure a bill of materialsfrom blueprints and specifications
4. identify materials and apply techniques for exterior trim and finishes
5. identify and use insulation materials and techniques to maximize fuel economy
6. identify and install flooring and floor coverings
7. identify drywall tools and demonstrate techniques for applying and finishing
8. identify, install and/or construct interior trim, cabinets and hardware
9. identify, maintain and properly use special tools and equipment for trim and cabinet making
10. identify and apply interior finishes

VOCATIONS

Industrial Education

Drafting I-II (9-12)

L 1. demonstrate good drafting techniques on vellum

2. do freehand lettering of either engineering or architectural styles

3. name the purposes of detail and working drawings

4. name the jobs in the NANA region where drafting is a required skill

5. dimension drawings correctly

6. render multiview drawings from pictorials

7. draw pictorials from orthographic projections

8. draw half sections and full sections

9. describe the interrelationships of engineering, architecture and construction contracting

X 10. read and interpret floor plans, elevations and details or sections

VOCATIONS

Industrial Education

Drafting III-V (10-12)

1. list the requirements for a complete set of residential working drawings
L 2. draw a floor plan from a design sketch
L 3. draw an elevation from a given floor plan
4. draw and label a residential wall section which meets rural Alaskan engineering design requirements
5. make simple quantity take-offs
6. estimate costs per square foot in building construction
7. identify basic construction costs, union scale and construction financing
8. identify needs for labor in the NANA region construction industry
9. define the terms foreman, superintendent, apprentice and journeyman
10. use an entry level vocabulary of construction terminology

VOCATIONS

Industrial Education

Electronics I (9-12)

1. map D.C. circuit electron flow
2. apply OHMS Law in electronics

X 3. explain how motors and generators operate

4. use multimeter, oscilloscope and electric trainer
5. name the uses of audio filter
6. identify components and solder components
7. draw simple electronic schematics
8. build a half wave rectifier
9. test diodes, transistors and capacitors

L 10. disassemble equipment to learn operation

VOCATIONS

Industrial Education

Electronics II (9-12)

1. connect circuits in series, series-parallel, and parallel
LX 2. build a power supply
3. build an audio amplifier
4. use an oscilloscope
X 5. explain how a television works
6. use advanced test equipment (LCR Bridge etc.)
7. describe problems in electronic service in the arctic
8. wire breadboard circuits
9. identify sources and distributors of electronic parts and equipment
10. describe careers in electronics

VOCATIONS

Industrial Education

General Industrial Education (9-12)

1. identify, use and maintain woodworking, metalworking and mechanics tools safely and correctly
2. practice safety in woodworking, metalworking, mechanics and general shop
3. list the training and entry requirements for industrial vocations
4. demonstrate introductory woodworking skills: joining, surfacing and glueing lumber; using simple rabbit, dado and butt joints
5. demonstrate introductory metalworking skills: using a metal lathe to bore, drill, face and knurl; fastening with rivets and bolts
6. demonstrate introductory mechanical skills: identifying the parts and their functions in a two-cycle engine; basic troubleshooting and preventative maintenance
7. measure, cut and join materials according to specifications

X 8. read a mechanical drawing, a parts manual and a bill of materials

L 9. plan and complete a simple woodworking, metalworking or mechanics project

VOCATIONS

Industrial Education

Graphic Reproduction (10-12)

1. define and use the fundamental vocabulary of offset lithography
2. identify and discuss careers in the graphics and communications fields
3. apply principals of good design in preparing camera-ready paste ups
4. operate a process camera
5. demonstrate how to burn a plate
6. select and perform suitable binding operations
7. recognize paper types, qualities and appropriate uses

L 8. estimate the time and cost of materials for a printing job

9. identify equipment used in offset lithography and practice proper care and maintenance of printing equipment and supplies

VOCATIONS

Industrial Education

Heating and Plumbing (10-12)

X 1. identify, maintain and use plumbing hand and power tools properly

2. insulate and route pipe for arctic conditions

3. figure a bill of material for water and sewage systems from a blueprint and specifications

4. rough in hot and cold water lines

5. rough in sewage system with drains, stacks, traps, etc.

6. rough in heating system lines and install boiler

7. set perimeter radiators and make connections

8. charge water lines and double check on workmanship for leaks

X 9. identify and install plumbing fixures

Industrial Education

Machine Skills (9-10)

	1.	grind and hone wood chisels, scrapers, jointer and surfacer knives
	2.	grind and hone wood lathe tools
	3.	set and sharpen saw blades
	4.	name and demonstrate safety rules for operation of each machine
	5.	recognize and correct safety hazards for each machine
	6.	change and/or replace parts and accessories that are dull or broken
	7.	inventory and store spare parts for wood and metal machines properly
X	8.	perform simple preventative maintenance on woodworking and tools
X	9.	perform simple operations on wood machines
X	10.	perform simple operations on metal machines

VOCATIONS

Industrial Education

Metals Technology (9-10)

1. identify and properly use measuring devices for metal work
2. identify symbols and interpret blueprints and specifications
3. identify and properly use layout tools, locating and marking lines, circles, arcs and points for drilling
4. cut internal and external threads
5. make a pattern, mold, and melt metal for a quality cast
6. identify the specialty areas and job opportunities in the metal working field
7. properly turn, knurl, face, drill, cut and bore on the lathe
8. identify metals and their properties
9. identify and properly use heating and bending tools and machines
10. select and use appropriate metal fasteners

VOCATIONS

Industrial Education

Small Engine Repair (9-12)

X 1. describe how power is produced and used in gasoline engines

2. differentiate between two-cycle and four-cycle engines

3. recognize engine parts and explain their part in power production

4. recognize and use small engine repair tools properly

5. order replacement parts from the distributor with lowest prices

6. completely dismantle and reassemble a small engine and power train

7. understand the job and career potentials in small engine repair in urban and rural Alaska

8. perform routine preventive maintenance on several varieties of engines

9. use a service manual for repair information, part numbers and service time

10. use troubleshooting charts to locate and repair malfunctioning parts

VOCATIONS

Industrial Education

I: Subsistence Shop (10-12)

1. recognize and use hand and power tools
L 2. plan and build a basket sled
L 3. plan and build a small boat
4. construct an emergency shelter
5. practice basic gun safety
6. repair small engines
7. set, hang, and repair a subsistence gill net
8. set and repair traps and snares for subsistence use
9. skin, dress, and preserve animals for subsistence use
L 10. construct traditional implements using locally available materials

VOCATIONS

Industrial Education

Welding (11-12)

1. read and understand welding blueprints and specifications
2. define terms associated with metals, identify shapes, and discuss the basics of metal identification
3. discuss the demand for all classes of welders and explain the different welding processes
4. identify, maintain and properly use hand and power tools for a welding job
5. select the proper size welding tip and choose the correct filler rod for a welding job
6. set up, light, adjust and turn off oxyactelylene welding equipment following the proper order and safety precautions
7. explain and demonstrate operations
8. distinguish between straight and reverse polarity and select the correct electrode for the job
9. start, stop and restart a bead
10. perform root and face bend and tensile test

Industrial Education

Wiring (9-12)

L	1.	design a wiring system for a small house
	2.	use the national electric code, blueprint diagrams, and circuit diagrams
X	3.	modify, remodel, or replace existing wiring
	4.	recognize and use electrical tools properly
	5.	estimate and order materials for job
	6.	recognize and properly use electrical wiring materials
	7.	properly design and wire several types of electrical circuits
	8.	properly design and wire a service entrance panel
	9.	understand and use safety rules while performing all electrical tasks
	10.	use electrical metering devices to locate and repair electrical faults

VOCATIONS

High School Vocational Education

Woods Technology (9-12)

1. identify, use and maintain all hand and power woodworking tools safely and correctly
2. practice woodworking and general shop safety
3. explain how timber is processed into lumber and plywood
4. discuss the reasons and criteria for lumber grades
5. figure board feet
6. select the proper kind and particular board for a given need
7. order lumber and plywood by letter or telephone
8. select a plank and build a basket type sled
9. demonstrate the fundamental techniques of plywood boat construction
10. describe jobs and careers in the woods technology occupations

VOCATIONS

Mass Media Occupations

Graphic Reproduction . (10-12)

1. define and use the fundamental vocabulary of offset lithography
2. identify and discuss careers in the graphics and communications fields
3. apply principals of good design in preparing camera-ready paste ups
4. operate a process camera
5. demonstrate how to burn a plate
6. select and perform suitable binding operations
7. recognize paper types, qualities and appropriate uses

L 8. estimate the time and cost of materials for a printing job

9. identify equipment used in offset lithography and practice proper care and maintenance of printing equipment and supplies

VOCATIONS

Mass Media Occupations

Introduction to Broadcasting (9-12)

	1.	write and record several radio announcements
	2.	discuss the problems of broadcasting in Alaska
I	3.	interview native leaders on community problems
L	4.	produce a weekly radio program
	5.	conduct a radio-tv survey
L	6.	produce a weekly tv program
	7.	set up lighting for a television show
	8.	select scenes and operate a tv camera
	9.	operate and understand a television switcher
	10.	produce a remote tv programs

VOCATIONS

Mass Media Occupations

Photographics (9-12)

1. identify the basic parts of an adjustable camera and their functions
2. be independent of the light meter: determine correct exposure based on light conditions and type of film
3. reload film cassettes from a bulk loader
4. name the basic steps in film developing and the differences between various types of film developers
5. select film appropriate for different shooting situations
6. mix the chemicals for film and paper development
7. use an enlarger
8. make a test strip for paper developing

L 9. compose a photograph and practice critical judgement

10. figure a bill of materials for a photographics project; read and order from a catalog
11. select and prepare photographs for publication: edit, crop, lay-out and paste-up

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